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ABSTRACT

This collection of articles, reviews, and reports related to the humanities in community and two-year colleges begins with Fred Pincus's "Class Conflicts and Community Colleges: Vocational Education during the Reagan Years," which discusses the social effects of the Reagan administration's educational policies, especially with respect to vocational education. Next, articles by Robert Dawidoff, John O'Connor, and Claire Gaudiani discuss the state of humanities scholarship in the fields of history, philosophy, and literary criticism. Then, Martin Spear and Dennis McGrath present "A Model General Education Program," based on that developed at the Community College of Philadelphia. Next, Eleanor F. Katz reviews "Understanding Arguments: An Introduction to Informal Logic," by Robert J. Fogelin; and Janis Coombs Epps and Ralph J. Hils, Jr., review recent books by Alexander Astin and Michael A. Olivas on the problem of minority access to education. Reports are then presented on a course in literature and business developed at Monroe Community College (NY) and the Washington State Humanities Project. The volume concludes with the proceedings of the annual meetings of the Community College Humanities Association (CCHA); a list of CCHA members; the CCHA constitution; and a list of the association's standing committees and their duties. (HB)

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THE REVIEW AND PROCEEDINGS OF

THE COMMUNITY COLLEGE HUMANITIES ASSOCIATION

February 1983
Number 4

Fred L. Pincus Class Conflict and Community Colleges: Vocational Education During the Reagan Years

Robert Dawidoff History: The State of the Story

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Claire Gaudiani Literary Criticism and the Teacher

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Integrating the Humanities and Business Education in Community Colleges

The Impact of a Humanities Project

proceedings of the annual meetings

membership list

constitution

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Editors

Donald D. Schmeltekopf
Donald E. Billiar

The Review and Proceedings of the Community College Humanities Association is designed to fill the need for a periodical in which humanists in all fields and positions can express their viewpoints on issues which concern the humanities in community and two-year colleges. It is published annually in the month of February and regularly features the proceedings of the annual meetings of the Association as well as articles, reports, and reviews. The subscription rate is $7.00. The subscription of all members of the Community College Humanities Association is included in the annual dues.

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THE REVIEW AND PROCEEDINGS OF
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Contents | Number 4 | February 1983

articles

Class Conflict and Community Colleges: Vocational Education During the Reagan Years 3
Fred L. Pincus

Scholarship in the Humanities

History: The State of the Story 19
Robert Dawidoff

The State of Scholarship in Philosophy 26
John O'Connor

Literary Criticism and the Teacher 34
Claire Gaudiani

A Model General Education Program 40
Martin Spear and Dennis McGrath

essay reviews

Informal Logic and Family Resemblances 48
Eleanor T. Katz

Illusions of Minority Access: The More Things Change 56
Janis Coombs Epps and Ralph J. Hils, Jr.

Contents (continued)

reports

Integrating the Humanities and Business Education in Community Colleges: 64

A Course in Literature and Business 67

Frances P. Osborn

Participants in CCHA/NEH Summer Institute

The Impact of a Humanities Project 73

Center for the Study of Community Colleges

Proceedings of the Annual Meetings 78

Bulletin 97

Institutional Members 99

Membership List 99

Constitution of the Community College Humanities Association 121

Duties of Standing Committees 125

Standing Committees of the Association 126

Membership Form 127

Class Conflict and Community Colleges: Vocational Education During the Reagan Years

Fred L. Pincus

The comprehensive public community colleges are in danger of becoming vocational training institutions in the coming years. The dramatic growth in vocational education[1] that began during the 1970s will probably continue during the 1980s. Economic stagflation and growing unemployment, exacerbated by the conservative policies of President Ronald Reagan, will cause many students to enroll in vocational courses rather than in traditional liberal arts courses.

Most of the statistics are well known. Approximately two-thirds of degree-credit student enrollment is in vocational courses (Watkins, 1982b). More than half of all sub-baccalaureate degrees have been awarded in vocational areas since 1973 and only one in twenty students who enroll in community colleges is likely to complete two years of study and transfer to a four-year institution (Cohen and Brawer, 1982). Administrators seem to be cutting liberal arts budgets before they will tamper with vocational budgets.

Although many community college educators, especially those in the humanities and social sciences, have expressed concern over the imbalance between vocational education and the liberal arts, most tend to support the *concept* of vocational education. The argument that has been articulated by the American Association of Community and Junior Colleges (AACJC) goes something like this: In an increasingly technological society, students need more and more technical skills to find stable employment. Those without the necessary skills will be replaced by machines and will not be able to find entry-level jobs. Private industry needs skilled "middle-level" workers with more than a high school education but less than a college education. Vocational education can help to spur the nation's sagging economy and help to improve its position in the international market by increasing the supply of educated human capital.

Most supporters of vocational education call for closer ties between community colleges and the business community, and they deny that any basic conflict of interest exists between the leaders of big business and the working class and minority students that enroll in vocational education programs. In fact,

Fred L. Pincus, Assistant Professor of Sociology at the University of Maryland, Baltimore County.

many argue that vocational education provides an avenue of upward mobility for many students.

A small but growing number of community college critics, on the other hand, do see vocational education in the context of class conflict. They argue that community colleges are part of an educational tracking system that reproduces social inequality. Critics argue that relative to most college-level jobs, most "middle-level" jobs for which community colleges train are associated with fewer skills, lower salaries, less control over working conditions, and shorter career ladders. Since the percentage of working class and minority students is greater in community colleges than in four-year schools, critics continue, those in the bottom half of the society are more likely to be trained for the less desirable jobs than those from more affluent backgrounds (Karabel, 1972; Pincus, 1974, 1980; Bowles and Gintis, 1976).

Not everyone loses out, continue the critics. The leaders of private industry get workers who are trained at public expense. The more privileged sectors of society are less likely to be challenged since the aspirations of working class and minority students are *lowered* ("cooled out") by community colleges. All of this helps to mask the important fact that the U.S. economy simply cannot provide enough well-paying creative jobs for its people. Although this critical perspective was developed during the relatively liberal 1970s, the policies of the conservative Reagan administration simply make the issue of class conflict more explicit.

The supporters of vocational education and their critics often look at the phrase from quite different perspectives. Since the class-conflict view is often misunderstood or distorted, I would like to outline some of the major points of contention. Much of the disagreement, I think, hinges on the following questions that I intend to examine in this article: What is the nature of the class structure in the U.S.? How does increasing technology affect the labor market in general and the "middle-level" jobs in particular? How will the Reagan administration affect vocational education?

Class and Class Conflict

Most supporters of community college vocational education share the widely held belief that the U.S. is a middle-class society with ample avenues of upward mobility. If not all have the chance to be President or to be rich, at least they can go to college and become professionals. Race and sex barriers are often acknowledged but are also viewed as being gradually dismantled.

This reflects the views held by liberal and conservative social scientists that the U.S. population can be distributed along a continuous scale of income, education, or occupational status. Arbitrary points are then selected to differentiate the "upper working class" from the "lower middle class."

Politically, the American system is generally seen as a series of overlapping and competing interest groups, with no single group having permanent power.

Since all groups are said to believe in the justness of American political institutions, a particular interest group that doesn't get its way in one election can act as the loyal opposition and try to win the next election. An overhaul of the political and economic system is seen as unnecessary and even dangerous.

Some critics of vocational education have a much different view of class in the U.S. There is a business class made up of the richest individuals and families who own and control a disproportionate amount of wealth, mainly in the form of corporate stock. Because of this wealth, the business class receives inordinately high incomes. According to a recent article in *Forbes* magazine (1982), the median income of the 798 chief executive officers of the largest American corporations in 1981 was $400,000. This includes only salary and bonuses, not stock gains and investment income. On the other hand, three quarters of the population owns relatively little wealth, has only modest salaries, and has little control over working conditions. This constitutes the working class and includes blue collar workers and most white collar, technical, and service workers, especially those in jobs that do not require four-year college degrees. The remaining fifth of the population, the middle class, consists of small business owners, self-employed artisans, professionals, managers, artists, and small farmers. In terms of wealth and income, most of the middle class is closer to the working class than the business class.

Critics view the political process as one of continual conflict, especially between the business class and the working class. The business class tends to have inordinate control, although they are not always in agreement on how to proceed. When the interests of the business class and the working class come into conflict, politicians, regardless of their class backgrounds or party affiliation, generally act to protect the interests of business. The Reagan administration has made this explicit, but liberals often achieve the same ends in different ways.

This oversimplified sociological digression is necessary to understand the critics' argument that vocational education provides more benefits to the business class than to the working class. This is not the result of a conspiracy hatched by evil people in cigar-filled corporate boardrooms. Vocational education follows a certain logic that is based on an economy whose resources are owned and controlled by a relatively small number of people.

Technology and Middle-Level Jobs

Supporters and critics of vocational education agree that "middle-level" jobs are increasing in number relative to traditional blue collar jobs, but disagree about both the causes and the effects of this trend. Supporters argue that technological change has been the driving force behind labor changes. They also argue that "middle-level" jobs, on the whole, are better than blue collar jobs in terms of skill, salary, career ladders, and working conditions. The sons and daughters of blue collar workers, they continue, will be upwardly mobile if they become "middle-level" workers.

Critics, on the other hand, argue that the relationship between technology, "middle-level" jobs, and social mobility is considerably more complex. Community colleges, critics say, don't train people for the highly skilled jobs that are created by the new technology; this task goes to four-year colleges and universities. Instead, most vocational education students are prepared for jobs on the lower half of the skill hierarchy and income distribution. Most vocational students will still be members of the working class, say the critics.

Supporters and critics differ in their views on the level of skill required by most middle-level jobs. While it is certainly true that employers often *require* some post-secondary education for those seeking "middle-level" jobs, it is widely known that *educational* requirements are not the same thing as *skill* requirements. Since the supply of educated people is greater now than in the past, employers tend to raise their educational requirements without raising the level of skill required for the job. Many mainstream observers have warned that this trend toward "credentials inflation" unnecessarily puts the less educated at a greater disadvantage than would otherwise be the case.

It is simply incorrect to assume that middle-level jobs are necessarily more skilled or better paying than jobs that require less formal education. While dental hygienists or computer operators are more skilled and receive higher salaries than day laborers, they are less skilled and have lower salaries than carpenters or auto mechanics. Word processor operators may have more skill and higher salaries than file clerks but have less overall skill than secretaries who handle a number of different tasks in a small unautomated office.

The important point, critics argue, is that technological development creates a wide variety of jobs. Some are clearly highly skilled, like the people who *develop* the new micro-computers or the sophisticated diagnostic technology for hospitals. Other jobs, like *operating* the new machines, require fewer skills. A recent article in *Fortune* refers to the "foot soldiers in the armies of the service economy, which is expected to produce plenty of low-paying jobs for, say, fast-food workers, janitors, or clerks" (Main, 1982: p.60).

Vocational education advocates often point to the improvement in working conditions and autonomy caused by the new high technology. *Fortune* magazine, however, concludes that this is not necessarily true:

> Paradoxically, technology also offers means of controlling employees more closely than ever. The loss ratio in a loan officer's portfolio or the number of calls handled by a phone company operator can be monitored constantly and compared with norms. So while the boss may not be around much, employees will be tied more tightly to performance standards. (Main, 1982: p.59)

Much of the new sophisticated technology is developed by and for the business class to use in its endless quest to lower labor costs, increase

productivity, and exert more control over its workers. While many unskilled jobs are eliminated by the new technology, skilled jobs are often "de-skilled" by being broken down into their component parts. The de-skilled jobs usually require a narrower range of skills than the jobs that they replaced and workers generally command lower salaries and have less control over the work process. This, of course, leads to increased corporate profits (Braverman, 1974).

An examination of the enrollment statistics suggests that the importance of sophisticated technical skills in vocational education has been exaggerated. Only 23% of the postsecondary vocational education students in 1978-79 were enrolled in technical and health courses, both of which are supposed to be related to high technology. Office occupation courses accounted for 24% of the enrollment while trade and industrial occupation courses accounted for 26%. The remaining students were enrolled in courses in distributive occupations, agriculture and home economics. In other words, only a minority of vocational education students were enrolled in areas that were supposed to involve the highest skills (Dearman and Plisko, 1982). In addition, a slightly *smaller* percentage of students were enrolled in the technical and health courses in 1978-79 than in 1967-68 when the figure was 29% (Gollady and Noell, 1978).

A somewhat different picture emerges when one examines the fields in which sub-baccalaureate degrees were granted in 1978-79 (Grant and Eiden, 1981). The majority of the degrees were granted to students in programs that are said to be related to high technology. One-quarter of the degrees were health-related and one-fifth were in the mechanical and engineering field, which includes electronics. Natural science degrees accounted for 5.6% and data processing accounted for only 3.5%. The remaining degrees were granted in business and commerce, which includes clerical workers (34%), and in public service (10%).

While these statistics to some extent support the views of vocational education advocates, the percentage of degrees awarded in high-technology fields seems to be decreasing rather than increasing. While 54.8% of the degrees were granted to students in health, engineering, natural sciences, and data processing in 1978-79, 57.2% of the degrees were granted in these fields in 1970-71 (Grant and Lind, 1974). It is also important to realize that less than 10% of community college students ever get an associate degree or certificate.

Thus far, I have accepted the conventional views as to which fields are supposed to have highly skilled jobs. However, many of the workers in these fields require little skill or an extremely narrow range of very specific skills. Health technology, for example, accounts for about one-fourth of all sub-baccalaureate vocational degrees. During the 1978-79 academic year, 40% of these degrees went to registered nurses, one of the more skilled of the health-technology occupations. Thirty-nine percent of the health-technology degrees, however, went to students training for jobs requiring little skill. These included a

wide range of assistants (dental, medical lab, dental lab, medical office), medical records workers, practical nurses, and the general category of "health service assistants." The remaining 2% of the degrees went to people trained to operate sophisticated equipment like x-ray machines and electrocardiograph machines. These jobs, however, involve a limited number of specific skills. Generally, technicians do not interpret the results or even repair the machines. In fact, these health workers do many tasks that are similar to those of workers who run machines in factories.

In terms of skill and salary, many of the health technology jobs are basically working class jobs surrounded by a lot of fluff.[2] College graduates supervise the technicians and use the data that they collect. The narrowness and low skill levels of the technician jobs is a result of the way in which hospitals use technology to lower labor costs and control workers. In fact, the status of the most skilled health technologists, i.e., registered nurses with associate degrees, is currently under attack. In 1978, the American Nurses Association passed a resolution requiring all "professional" nurses to have bachelor's degrees by the late 1980s. Early in 1982, the Board of Directors of the National League for Nursing (NLN) also called for more stratification within nursing.

> Professional nursing practice requires the minimum of a baccalaureate degree with a major in nursing. Preparation for technical nursing practice requires an associate degree or a diploma in nursing. Preparation for vocational nursing requires a certificate or diploma in vocational/practical nursing . . . . The National League for Nursing supports the education of nurses in programs that differ in purposes and lengths and that prepare for varying kinds of practice entailing different degrees of responsibility. (NLN, 1982: p.52)

Data processing, another high-technology field, also requires many low-skilled workers. More than half of the 1.6 million data processing workers in 1978 were in the low-skilled occupations of computer operator (33.9%) and keypuncher (23.2%), neither of which requires more than a high school education. Systems analysts, the most skilled data processing workers who oversee the development of computer programs and systems, accounted for only 15.7% of the employment. Programmers, who write the instructions for the computers, accounted for 21.3% of the workers. Technicians, who maintain and repair the computers, accounted for only 5.4% of the employment (Howard and Rothstein, 1981a). Projections for 1990 indicate that the two lowest skilled occupations will still account for half of all data processing employment. Operators will increase to 40% of the total while keypunchers, on their way to extinction, will drop to 10%. Modest increases are expected to occur in the more skilled occupations (Howard and Rothstein, 1981a).

Community colleges train workers for all data processing occupations except that of systems analyst. An examination of the sub-baccalaureate

degrees granted in specific areas of data processing show that 69% were in programming, 16% in computer operation, 9% in keypunching, and 5% in computer technology (Grant and Eiden, 1981). Four times more degrees were granted in the low-skilled fields of computer and keypunch operation than in the more skilled field of computer technology. Although most community college data-processing degrees were granted in programming, not all programmers are highly skilled. The development of sophisticated "packaged" programs "allowed people with relatively less skill to 'program' increasingly sophisticated and powerful computers. It became possible to operate computers with employees who were cheaper and less difficult to train, or replace, than old-style programmers" (Kraft, 1979: p.10; also see Greenbaum, 1976). Like nursing, there is a division of labor and skills among programmers. The *systems programmer* is skilled enough to write and modify the packaged programs. The *applications programmer*, on the other hand, does the more routine work of adapting the program to a specific job and inserting minor pre-arranged modules into the packaged program. The most routine tasks, which are basically clerical in nature, are often performed by lesser skilled workers known as *coders*.

Once again, community colleges train workers at the lower end of the skill hierarchy:

> The lowest-level specialists — coders and applications programmers —are trained in junior and community college programs designed to prepare them for technician jobs in local industry. More skilled programmers — those who work on complete programs rather than on program fragments — are trained in traditional engineering colleges or occasionally in liberal arts colleges, in which case they may receive degrees in applied mathematics, applied science, or computer science. Finally, systems analysts and high-level technical specialists — people who design whole systems, languages, or other large-scale software —are typically trained in elite science institutions, universities such as MIT. (Kraft, 1979: p.13; also see Howard and Rothstein, 1981b)

Even in the high-technology fields of health and data processing, most vocational education students will enter working class jobs (as characterized by skill, salary, and control over working conditions). Although some students may be upwardly mobile within the working class in relation to their parents, most others will simply be horizontally mobile.

A review of the large-scale empirical follow-up studies of former vocational education students in *all* programs is also revealing (Breneman and Nelson, 1981; Cohen and Brawer, 1982; Pincus, 1980). On the positive side, students with some postsecondary vocational education have higher salaries, better jobs, and lower unemployment rates than those with no post-high school education. However, students who complete vocational programs are not necessarily better off than the non-completers; indeed, the opposite is often the case.

Finally, the data strongly suggest that students with bachelor's degrees have long-term advantages in the labor market over those having vocational degrees. In their analysis of the high school class of 1972, for example, Breneman and Nelson (1981) show that while those who eventually obtained college degrees were less likely to be employed than those with two-year vocational degrees, they were more likely to have higher status jobs. "Since occupational status is generally considered to be highly correlated with adult earnings, the positive relationship between attending a university and occupational status bodes ill for future earnings for students choosing a community college instead of a university right after high school" (p.72). Even though college graduates have lost some of their past advantages, having a B.A. is still better than not having one.

At this point, many readers may be thinking: "All right, the 'middle-level' jobs aren't really so good, but students have to be realistic these days. The college labor market is glutted, and Reaganomics is not going to make things any better. Many vocational education students don't have the academic skills to get a bachelor's degree anyhow. With cutbacks in funding at all levels of government, students are lucky to get two years of a college education."

This "settle-for-less" argument[3] has important political implications. What does this say about the American Dream? What does this mean for the claims of community college leaders that their institutions are avenues of upward mobility? During the late 60s and early 70s, the increasing political militance in minority and working class communities was met with promises of equal opportunity through education in community colleges. What will happen when today's students are told that they must settle for less?

These are difficult questions and the answers depend on political and philosophic views in addition to hard-nosed empirical investigation. Yet I doubt whether very much of this discussion goes on in vocational education courses in which students are given a more narrow training to do a specific job. These larger questions are much more likely to be addressed by humanists and social scientists whose job it is to ask these larger questions and, hopefully, to stimulate critical thinking. Students are entitled to the right to make informed choices about their futures.

As is well known, many students today are so frightened at the prospect of being unemployed that they are flocking to vocational courses in record numbers. They have an instrumental view toward education at both two- and four-year institutions. They are more cynical than conservative and are often impatient about discussing the "big picture."

Ira Shor (1980) argues that narrow vocationalism

> encourages worker-students to commit intellectual suicide. The school curriculum is structured so that they have to make exclusive choices

> between earning a living and learning how to think, between a narrow skill and a spacious encounter with reality . . . . [V]ocationalism economically reproduces stratification and politically retards alternative thought. The curriculum enforces the rules of working life. Employers do not want workers who think for themselves or who demand and deserve raises and advancement. (pp. 22-24)

Effects of the Reagan Administration

The policies of the Reagan administration will encourage the trend toward vocationalism in community colleges, but will make it harder for these institutions to train students for even "middle-level" jobs. Cutbacks in federal funding and the Reagan proposal to include Vocational Education Act funds in block grants will mean that community colleges will have even fewer funds to use than in the past.

Although cutbacks in federal aid to college students will probably channel greater enrollment to the relatively cheap public community colleges, disadvantaged students will be less able to attend any school. The Reagan administration's policy of rolling back a wide range of anti-discrimination regulations will mean that women, minorities, and the handicapped will be at a greater disadvantage relative to white males. At the same time, the administration is also willing to accept as "normal" an unemployment rate of between 6 and 6½ percent (Hershey, 1982).

Yet, another administration policy — promoting the role of the private sector in vocational education and training — may have even more damaging and far-reaching effects. In the newly passed Job Training Partnership Act, private industry councils have been granted a much greater role in designing and administering local training programs than in the now defunct Comprehensive Employment and Training Act. The role of the private sector is also upgraded in the administration's proposed Vocational and Adult Education Consolidation Act (VAECA).

Many community college leaders have also been promoting closer ties with industry. A recent AACJC (1982) document titled "Putting America Back to Work," for example, recommends the adoption of federal funds or tax incentives "to increase private sector support for instructional staff upgrading, curriculum development, equipment and facility upgrading" (p.8). In addition, the AACJC offers to provide customized training programs for businesses, especially those located in the controversial urban enterprise zones. The entire April 1982 issue of the *Community and Junior College Journal* is also devoted to this theme (also see Arnes, 1981).

North Carolina's program of using vocational education to attract new business has also been given a great deal of attention. In the President's column of the May 1982 *CJCJ*, Governor James B. Hunt explains the program.

> In the very early stages of recruiting, staff from the Department of Community Colleges' Industrial Services Division meet with prospective client companies to acquaint them with the system's industrial training program for new and expanding industry. This program is offered at little or no cost to industry. Basically, what they tell industry is that regardless of location, product, or size of company, an institution in the community college system will provide that company with a tailor-made training program. (p.3; also see Blake, 1981; Campbell and Faircloth, 1982)

The same concept seems to be catching on in other states (Watkins, 1982b). At least 30% of all funds of the proposed VAECA are to be used for these and other "economic development" projects.

This new shift toward more business involvement and customized training could have profound effects on the community college curriculum. John Grede, who has written extensively in support of vocational education, put it this way: "The growth of occupational programs sparked the change in institutional labels in recognition of the growing external focus, not on the community of scholars, but on the larger and all-inclusive one in which job entry and job mobility over-shadowed graduating into the next level of the educational hierarchy." Grede mentions some initial "qualms" about this changing focus. "Such action seemed to reject the traditional role of higher education as the free-wheeling critic of the private sector of the American economy." By 1980, however, "the shift has been substantial and today appears to embrace completely and enthusiastically a full range of relationships with the private sector" (Grede, 1981: pp.4-5).

This shift, of course, necessitated changes in the curriculum. According to Grede,

> Orientation toward the world of work requires that substantial or primary control of what is learned, and possibly even how it is learned, be removed from the institution and its personnel, largely faculty. The educational program does not then differ radically from in-service training provided by business and industry for its employees. This is a different concept for faculty and administration to accept, yet in one sense it merely substitutes service to business, industry, labor, and the military for service to the senior collegiate institutions. (p.7)

Business leaders are not calling on vocational educators to increase liberal arts offerings in order to have well-rounded workers and to promote critical thinking. They are talking about short-term customized training programs which give students specific technical skills needed by a specific company, including the ability to read, write, and do basic math. In addition to reducing the corporations' costs for recruitment and training, some programs also offer businesses bonuses or tax incentives if they hire the trainees who complete the program.

This, of course, makes good business sense. Given the cutback in government funds, it is also understandable why community college leaders are so interested in the involvement of the private sector. Some individual trainees who complete these business-dominated courses may end up with "middle-level" jobs. However, looking again at the big picture, it is doubtful if this involvement of the business community will help to broaden either the employment outlook or the intellectual development of the majority of students. To survive in the labor market, students need breadth, not just specific technical skills.

Vocational educators, like the business class, do not place high priority on the liberal arts. A recent survey of the members of the AACJC-affiliated Council for Occupational Education found that strengthening the humanities was at the bottom of the priorities list. "They do not appear to support humanities programs as legitimate community college functions" (Philbin et al., 1982: p.25). Moreover, a recent Brookings Institution report (Breneman and Nelson, 1981) concludes that the transfer function of community colleges should be dropped altogether. If this were to happen, and if the business class is able to consolidate control over the community colleges, humanists and social scientists would be even worse off than they are at the present.

Another problem with increasing business involvement is that job training and vocational education may well be directed *away* from disadvantaged minority youth and the so-called "hard core" unemployed. Historically, the business community has been primarily interested in training those who are most "employable." A Committee for Economic Development (1978) report, for example, states: "Individual firms should not be asked to create training and job opportunities for special groups if this jeopardizes their efficient functioning" (p. 40). The CED also asks for more government funds to subsidize industry-run programs involving on-the-job training, as well as relief from social security laws and the minimum wage (also see National Commission on Youth, 1980).

Again, this makes good business sense but it does very little to promote equity. If the federal government does not make it profitable enough for the private sector to train the "hard core" unemployed, business-oriented vocational education and job training programs may be redirected toward more experienced workers who are displaced by automation or by the recession. In order to make it profitable for the private sector to train the hard-core unemployed, the Administration may decide to reduce spending on other hard-pressed social programs in order to subsidize private on-the-job training programs. Or young people may be forced to work for sub-minimum wages in order to convince the business class to hire them. In all these scenarios, the working class and minority youth always end up with the short end of the stick.

Some of the effects of an increased private-sector involvement can be found in a report from the California Worksite Education and Training Act (CWETA).

This program, which is being discussed as a potential national model, brings employers and educational institutions together for short-term customized training programs from three to 24 months in length, mostly in health and electronics. Trainees are selected by the company, usually from among its employees. Those who complete the programs, most of which involve a great deal of on-the-job training, are guaranteed employment. CWETA pays the corporations and schools for their costs but pays no stipends to the trainees.

Two-thirds of the programs involve occupational upgrading, with the remaining third providing entry-level skills. Not surprisingly, the trainees in the two types of programs are quite different. Three-fourths of the entry-level trainees are disadvantaged, compared to only 14% of the upgrading trainees. Two-thirds of the entry-level trainees are minority, compared with less than half of the upgrading trainees. In addition, entry-level trainees are more likely to be under 21 and high school dropouts than the upgrading trainees (Carrillo and Azar, 1982).

Community colleges have probably always done a better job of serving students who wanted to upgrade their jobs than those who wanted entry-level skills. With the increasing involvement of the business community in vocational education, minority youth could well be in a worse position than they already are. In October 1981, an incredible 51% of the blacks who *graduated* from high school the previous June could not find jobs. "Only" 21% of the comparable Hispanics and 16% of the whites were unemployed. The figures were even higher for high school dropouts (Young, 1982). In spite of these figures, the newly passed Job Training Partnership Act will have a lower budget than CETA and will be expected to train *both* disadvantaged youths and displaced workers.

At best, community college vocational education could only make a small dent in unemployment. While people with more education and skills stand a better chance of finding a job than those with less skill and education, vocational education cannot create jobs. When the business class introduces new technology to reduce labor costs, a net loss in jobs is a common result. During periods of economic stagnation and recession, even skilled people have trouble finding work. In spite of a need for more computer programmers, for example, the head of a data-processing employment agency recently told the *New York Times*: "There is something of a glut at the junior end of the market .... Now, even those with degrees are having trouble finding their first job" (Goldman, 1982: p. 10).

Neither liberal public-works programs nor conservative calls for austerity can alter the fundamental fact that technological unemployment is increasing and that many existing jobs are being de-skilled. At best, well-funded vocational education programs will help some people to keep from drowning in the sea of unemployment. They will not provide many avenues of upward mobility.

Conclusion

I think that the class conflict analysis of community colleges and vocational education is more true today than it was a decade ago when Jerome Karabel (1972) published his classic article. Although the working class and minority students want to use vocational education as an avenue of upward mobility, the business class puts a cap on their rising expectations. The college labor market is already glutted and the business class needs de-skilled "middle level" workers, preferably trained at public expense. Under Reaganomics, the business class will become more directly involved in vocational education, while minority and disadvantaged students will probably be less well served by community colleges than they were in the past.

It is fitting to end with some recent comments by sociologist Burton Clark, who, some 20 years ago, first used the term "cooling out" to describe an important function of community colleges. Clark (1960) argued that students with modest or poor academic skills must be directed away from transfer programs and into occupational programs which would prepare them for "middle-level" jobs. Students must be convinced to settle for less. Clark has mistakenly been called a critic of community colleges even though he *favored* the cooling-out function. His main criticism has been that community college educators refuse to recognize the actual role that they play in higher education.

In a recent article titled "The Cooling-out Function Revisited," Clark (1980) continues his call to be more realistic. He describes academic systems as

> graveyard[s] of hope. The graveyard may be large or small, busy or infrequently used, but it will be present. Only the naive do not recognize that with hope there is disappointment, with success, failure. The settings that lead toward the cooling-out effort remain, all the more so as democracies open doors that were formerly closed. Any system of higher education that has to reconcile such conflicting values as equity, competence, and individual choice—and the advanced democracies are so committed—has to effect compromise procedures that allow for some of each. The cooling-out process is one of the possible compromises, perhaps even a necessary one. (p. 30)

From the perspective of business leaders and politicians, it makes perfect sense to try to cool out working class and minority youth and convince them to settle for less. Things might look quite different, however, from the perspective of those working class and minority youths who are actually being cooled out. What seems reasonable to the business class may be viewed as illegitimate by the working class, but that is the nature of class conflict.

The outcome of this class conflict is uncertain. During the late 1960s and early 1970s, the business class, political leaders, and community college spokespeople used the carrot of upward mobility through vocational education

to help diffuse the growing militance in minority and working-class communities. Although many individuals got jobs and some were even upwardly mobile, most of the sons and daughters of working-class and minority parents who attended community colleges ended up in working-class jobs. The community colleges were unable to deliver on their growing promises.

During the 1980s, even the promises have been toned down (Watkins, 1982), and the carrot of upward mobility is no longer available to diffuse cynicism and political activism. It is difficult to argue that short-term customized training programs constitute even a partial college education. Prior to Reagan's election, most community college students neither transferred to a four-year school nor received any kind of community college degree. Federal budget cuts will make it even harder for the disadvantaged to attend community colleges in any capacity. With the next wave of political activism, I have little doubt that the Reagan administration is all too willing to use the stick in the absence of the carrot.

As educators, what will we do if students begin to question the emphasis on vocational education? How many of us would read the above quotation by Burton Clark to the class and have an open-ended discussion about the role of higher education in the U.S.? I'm not sure that vocational educators or administrators would favor this tactic, but I would hope that humanists and social scientists would. Of course, the Clark quotation could make the students even angrier than they were at the beginning.

At this point, it may be time to ask ourselves, "Which side are we on?" Will we help to cool students out, or will we help them understand the conditions that they face? Will we teach them to fit in, or will we begin to discuss alternative ways of organizing both higher education and the world of work?

Notes

[1] In this article, the term "vocational education" will refer to all post-secondary courses intended to provide students with employment-related skills.

[2] A graphic example of trying to change the image of a job in a non-health field can be seen in the American Telephone and Telegraph Company's attempt to "professionalize" the job of the telephone repair person. Referred to as "systems technicians," the workers now wear suits and ties rather than work clothes, carry their tools in a briefcase rather than on their belts, and drive company sedans rather than trucks. It took only two weeks, however, for an experienced repair-person to learn how to handle the new computerized telephone systems (Main, 1982).

[3] Ira Shor uses this term in an in-process manuscript he generously shared with me.

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Scholarship in the Humanities

History: The State of the Story

Robert Dawidoff

History is perhaps the plainest of the humanities. At its core, it is a very plain thing indeed, the ordering of remembered experience. History explains and delights in a straightforward way, telling people how things came to be the way they are and trusting to the narrative of causation for explanation. It is anchored in common sense, common speech, and common experience. History requires an audience that believes in its stories and counts on the presence within a society at any given time of a number of people who have the disposition and talent to tell the historical tales people are prepared to believe, in the mysterious ways that people believe such stories. Sometimes the people won't listen to any tales except the familiar ones they have got used to and sometimes they want new ones; sometimes the tellers and the audience are mismated, and the burden of history passes to a new generation or even a new kind of historian; sometimes the tellers change, sometimes the audience, and sometimes the tale. Essentially, the state of history in any particular generation depends upon the relation between the teller and the audience. Sooner or later, it will turn on how convincing the historian's story is to any audience, because it is believed that history explains the way things came to be the way they seem to be to enough people to make an orthodoxy.

In a complex society, it will always be hard to find a historical story that everybody will believe. History has got to be flexible enough for children and adults, educated and uneducated people to understand and trust; it must be big and simple and straightforward and capable of sustaining intense investigation; it must generate faith and action and reflection; and it is supposed to be true to what are perceived as facts and to what is understood to be the way of the world; in addition, history is also supposed to tell a people what miracles and accidents bound them together. It must create, as well as mirror, what is specific to a people. A society that is divided and diverse will often spawn competitive histories that threaten unity and commonality. At this moment, the United States appears to be such a society. Its historical culture is rich and various; it

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lacks, however, what it has always had before, a common historical culture, a shared historical account that could command general agreement and that formed a ground for Americans' views of one another and important collective events.

Throughout most of American history, there has been a general agreement about the rough outlines of a historical narrative of our civilization. The educated public for history in the nineteenth century, for example, did not require too very sharply different an account of the direction of the American nation from that inherent in contemporary popular understandings of history, such as they were. The differences were in detail, form, and manner of telling, in versions more than in interpretation. Parson Weems and George Bancroft shared an essential view of George Washington, the father of the country, serving a similar patriotic purpose. The dominant American historical narrative, even among scholars, tended to reflect the dominant views that American citizens had of their country. Freedom, opportunity, democracy, the progressive hand of Providence, and certain common understandings of events and personalities — from the dauntless, grateful Pilgrims to the sacrificing soldiers at Valley Forge, the brave Boone and the martyred Lincoln, the pioneer, the cowboy, the Indian, the immigrant, the farmer — summoned up certain established tableaus in the minds of the American citizen, taught in schools and elaborated in histories. You can take most of the enduring works of history Americans have written and tell their essential stories to people who might not want or might not be able to read them with understanding. Even politicians used to be able to write American history and were expected to know something about it!

American historiography always had room for a certain number of dissenting stories and regional variations. Indeed, one way to tell one American from another, by region, was historical. It was understood that a southerner would cherish a different story of the War Between the States from a northern story of the Civil War. Historiography extended a kind of courtesy to the people who had, in effect, lost some of the historical battles of the nation's history; genealogy was a tolerated passion in the displaced aristocrat. Opposing views of events in America found their places within the historical literature, but a general assent to America's broad direction had first to be ascertained.

American history proved capacious enough to include the Confederate and mirrored the nation's pride in being a country that contained multitudes and its innocence of uncompromising dissent. The immigrant's special story of hardship and even persecution might fall within the allowable scope of American history, because the story had a happy ending, as it did, in time, for the worker. To be admitted to American historiography required successful and hopeful conformation to the pursuit of American happiness. In most cases, this meant summoning up from any given group representative American success stories;

the liberal democracy of historiography proceeded apace with American liberal democracy.

After World War Two, in the imperial flush of The American Century, two new elements helped redefine somewhat the American version of history. On the one hand, Americans began to understand themselves as a cosmopolitan, if exceptional people. What came to be called the "consensus" school of American history, although never without its critics, suggested that the defining characteristic of American civilization was its successful integration of the many human and national types that made up its population into a liberal democracy that had indeed succeeded in rewarding socialization with freedom and prosperity. Like the polity in which it prospered, the historiography introduced a multitude of hitherto alien elements as subjects and writers of history. The second element was the growth of higher education in American life, as means and proof of mobility and opportunity. Universities and colleges encouraged specialization, advanced research, professionalization of historical studies, and provided what looked to be an ever expanding new audience for such studies in the classroom. In combination, the liberal school of American historians and the modern research university and its companion higher educational institutions sponsored an attention to aspects of American history that bore strange fruit in the following decades.

The touted radicalism of the sixties and seventies had historiographical manifestations. We can now recognize in all the eventfulness of that period a structural change. Historians, who had come by virtue of their almost exclusively academic training and vocation, to prefer the monograph and scholarly modes of specialization, lost in the burgeoning enterprise of American higher education the need to please a non-academic audience. A monograph in the mid-twentieth century might enjoy a greater readership within the community of professional university historians than Henry Adams could hope to secure for his entire *History* without. Indeed, the historical profession loosed its contact with historians who were not also academics, readers of history who were not also college students. The prevalence of specialized and subsidized audiences for history, which licensed further scholarly specialization in turn, was accompanied by the engrossment of standards of judgment for historical works by academic, scholarly, professional ones. The ever more intimate connection between university professing and being a historian intensified. Without denying the wonders and interest of historical scholarship on all fronts that this heyday of the American scholar produced, and the substantial increase in a kind of historical literacy among college graduates thereby encouraged, it must also be noted that the non-specialized audience was represented by the student population, whose interests proved not really the same as that of the general reading publics for history.

The modern university made it possible for the academic historian to transfer the audience for his work from the educated lay reader to the

classroom. It is also true that the student then in class was not necessarily the ideal reader to keep the historian balanced between general and professional understandings of what needs historical writing serves. The student tended to be young, under the professor's influence, and under the sway either of his own enthusiasm or ambitions to do well in the course, not circumstances reliably fostering of independence. The professor was there, enforcing and requiring a certain view of what history is like, as well as what it is for. The student's job was reading history (as well as other subjects). The professional historian was able in this way to find an audience for American history with nothing more pressing to do, no independence or experience to challenge the non-academic content of the history, in no position to challenge the identification between academic standards for history and American history as a general narrative. The scholar had, for this high time in American higher education, an audience of apprentices.

This flush time did not last. The captive student audience began to rebel, under stress from outside circumstances surely, and to demand what any audience wants from its history: relevance, entertainment, more control. The fact that the particular demands for relevance (from any sources) in the last two decades drew historical writing further and further away from traditional public interests in history should not blind us to the fact that the principle by which the subjects and methods and even the personnel of scholarship were being altered within the academy is the same principle by which a people always modify their history: they want to be told the history of what interests them, by people they consider trustworthy. That is what relevance comes down to: tell me the history of what is on my mind *now*, be it new and/or old. They do not always regard scholarship as convincing in its own professional terms.

The resulting historiography was characterized by a marvelous variety of subjects and points of view. In the last decade, American historians treated with impressive results those aspects of American society that the impression of American success had hitherto kept under wraps. Today's historiography recognizes the essential importance to the story of American democracy of those groups who were denied systematically its freedoms. The history of American material prosperity takes into central account now the history of the American farmers and workers who were denied its luxuries. American women and Afro-Americans and native Americans and children and dissidents and eccentrics and any number of other often-neglected beings are at last getting their historical due.

The American landscape, environment, foreign policy, all aspects of our society are being treated as historical subjects without reference to a dominant story of American history; it is the age of the subject. In connection with these new subjects, have come new methods. The chronological, geographical, biographical emphasis of the past has been in eclipse. The problem-oriented, analytical mode has tended to dominate. The specialist has come to impersonate

the historian rather than the generalist. Structuralism, the theoretical, Marxist and Freudian sophistication, interdisciplinary eclecticism have been ascendant. The old fashioned sense of the historian's craft — do the research and you'll get the story — has tended to be less important than the critical and theoretical view. Students leave college with a grasp of one or more periods or issues in American history; people know more about periods, for instance, than ever before; but they tend to be weak on rivers, battles, Presidents, inventions, writers, dates, the *story* that was once history.

The emphasis in American historical studies has been for many years now on specialized research that does not depend heavily or take much responsibility for a direct narrative of American history. Recent research does not always easily translate into such a narrative. The result of professional education has been that most of what most people are interested in has been known so long by the writers writing history that they have lost interest in telling it. Many younger historians don't want to teach the fundamentals, they are not interested in them, regarding them as settled or uninteresting questions. American historiography has produced a counter narrative but not a narrative. The educated readership on which written history has been thought to depend has not always kept up with the academy. How many books, for instance, must one read a year to learn and know American history? Recently, in professional and intellectual journals, partly under pressure of the dismal situation for the professionally trained historian, these questions have been reopened and the relation of the academic historian to the reading audience has been broached. The "media" are being explored with the ambition of reaching the natural audience for history in new ways.

The great difficulty in all this, however, is that it is not clear how useful or interesting scholarship is to a general reader. The university that fostered all this scholarship was built in a belief that the university could thrive by serving society in a direct way. The university made its case for great support by claiming to do the useful job of social mobility. The bargain was struck that the university could pursue its higher learning and citizens could get needed education. That has come under question. The utility in social terms of humanities learning has been questioned. And the defense of historical learning in its own terms is in some disrepair. The flourishing of historical scholarship in this country in the past generation cannot be denied. But it did not feel the need to make itself clear to its natural audience, because it felt itself protected by thriving higher education. Higher education is no longer thriving, at least not in the humanities, not in the old sealed-off way. Don't all of us who teach history in higher education know it! And we have begun to look for the way to reach our audience again. We are expanding the definition of "student" to cover all adults, lowering and lightening our standards of what might constitute student work in a history class and by looking around outside the academy for things historians can properly do that need doing.

Traditionally, American history meant certain people, mostly white men, who had certain definable experiences, settling the frontier, undergoing a certain set of hardships, which in turn produced a dependable variety of characteristic politics and beliefs. The narrative of American history depended on a settled cast of characters and stock situations. The last twenty years have shaken that up. We have now a very different notion of who participated in what history. But, just as the society appears not to have figured out how to blend all recently claimed rights and self-conscious groups together in a smooth and orderly framework, so the historian appears to have stopped short of a new narrative. In fact, one might suggest that the leading characteristic of American history writing and teaching today is the absence, for all these reasons, of a narrative. We know more history than we ever have, in more sophisticated ways. What we do not know any more is the story that takes in enough of what we know to be true to our scholarly standards and yet makes convincing sense to enough people, in and out of the classroom, to thrive as that shared view of history which makes a civilization possible. The glory of American historical culture was always its capacity, for most of our history, to be a common ground of our culture. It is possible to see in manifestations at every level of American culture, at the various periods of our history, variations for different audiences of the same story. Today that is no longer the case, except that at all levels of our culture, history no longer makes common sense.

At its height, American history, like American culture, was able to include a great variety of people within a broad structure of values and narrative. The great difference between American culture now and a generation ago is that it is integrative at a much lower level. Schools and the culture at large rely more on information systems than on a process of finding common values and personalities. The history a culture demanded that was still interested in socialization must differ from that demanded by a culture that isn't. For whatever reasons (and they lie beyond the scope of this essay), American culture during the 1960s became increasingly convinced that the largest claim America should make on its citizens was smaller than that which had been made previously. The promise of American life, as defined by each individual, became the premise of American interpretation. Liberal consensus history had suggested that a successful melting pot was the quintessential American historical experience. And the changes of the sixties and thereafter have emphasized the individual right to an American history that did not erase a group identity. Previously America had emphasized the group's contribution to one American way. This involved the drawback that the group had to accept the terms American history dictated for its reception. White men, for instance, generally came out better than women and blacks, Europeans than Asians. The recent decades have emphasized the individual's right to withhold his historical identity from a common historical nationality. This has tended to unravel the weave of a common history.

This process has mirrored the social process generally. Media have replaced culture. The media pitch common denominators at a very general level and rely on juxtaposition rather than interpretation. Partial audiences have supplanted what had been a common, graded, and insisted-upon general audience. This is the result of freedom as much as anything else. But it leaves the historian in something of a fix. The common narrative on which a common history would appear to depend seems to have vanished. The elements of it have been replaced with elements of consciousness of identity, group and individual, rather than national. It is not surprising that the intellectual underpinnings of current historiography have tended to be psychological and materialist, for they cultivate individual and group consciousness; the national, which is based on the willingness to impose common values and standards, has suffered.

That this has not been a process without benefit is clear. There is plenty of interest in history these days, more than ever. It is merely unorganized and partial. Nor is this analysis meant as a clarion call to a common story or a simple one. The question persists: can we have a nation without a history that is common to our people?

When I was a boy, at the Passover Seder, my grandfather, who was an immigrant, would stop at the place in the Haggadah which reminded the Jews that they, too, had been slaves, in the land of Egypt. Grandpa would run out into the kitchen and drag the black woman, who helped my grandmother, into the feast, carrying on in an excited mixture of Yiddish and English about Moses and Lincoln and Jews and Blacks and the meaning of Passover and America. I don't know what she made of Grandpa's connection. I think it formed my notions of what American history was about. I have learned enough about immigrant history, Afro-American history, family history, and even the history of domestic service to analyze that episode in my life, to have a view of how America happened to all the people represented in the story. The last fifteen years of American historiography helped teach me that. What I have yet to do is to match my grandfather in putting it all together in a story that would inspire an interest in history and what history might inspire in a constructive way. That, presumably, is what we have now to do.

The State of Scholarship in Philosophy

John O'Connor

First some general remarks. If there were a multiple choice test given on the question — What is the state of scholarship in philosophy? and the answers were

a) exciting
b) diverse
c) disorganized
d) frustrating,

the only correct answer would be e), all of the above. Due to a variety of causes (some of which I will mention later), philosophical activity is all over the map. There is nothing that philosophers won't do. (Almost nothing.)

Consider the list of names of some of the groups that met in conjunction with the American Philosophical Association's largest meeting last year:

Council for Philosophical Studies
Association for Symbolic Logic
North American Nietzsche Society
Society for Asian and Comparative Philosophy
Society for the Study of Process Philosophies
Bertrand Russell Society
International Thomas Aquinas Society
Radical Caucus
Society for Philosophy and Technology
Society for the Study of Ethics and Animals
Society for Women in Philosophy
Soren Kierkegaard Society
Conference of Philosophical Studies
Society for the Advancement of American Philosophy
Society for Medieval and Renaissance Philosophy
Society for the Philosophy of Sex and Love

The diversity is overwhelming, especially to one who was brought up in an era when it was fairly clear what the main areas of philosophy were.

To get further examples of the diversity, at the meeting of the APA Board of Officers last October, I asked Board members to indicate what they were

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working on or what they took to be the most exciting areas of philosophical work today. Here are some of the responses:

I. My major research project for the next several years is essentially a re-thinking of the individual/collective distinctions in the light of several disparate but converging considerations: the social sciences, the cognitive sciences, continental philosophy (especially Sartre and the heirs of the Frankfurt school). This is connected indirectly to what I take to be the major intellectual problem of the contemporary world: the *Aufhebung* of capitalism and socialism, of right and left, individual freedom and collective solidarity.

This has direct implications for education and for the role of philosophy in it at all levels, but that would take longer to spell out.

II. Hot stuff in philosophy today: among the topics in social, political, legal, and moral philosophy that are lively ones now are:

1) strengths and weaknesses of liberalism — in particular doubts about:
   a) the possibility of liberalism as a coherent position in the absence of a theory of a good for persons; and
   b) implicit assumptions liberalism makes about human nature — in particular, about individuals abstracted from their social environments, etc., and from such values as community, benevolence, mutual dependence.
2) theories of rights — their role in political and moral argument; their strength; and their derivation and justification.
3) the concept of a person and the question of the range or domain of morality, i.e., the status for the purpose of the applicability of moral requirements, etc., of persons in distant countries, fetuses, non-human animals, future generations, the natural environment.
4) theories of human nature and their place in moral and political theories.
5) distributive justice — theories of human needs and interests; the nature of equality; what sorts of goods are properly available for distribution and redistribution, and for what reasons.
6) issues of feminism — is philosophy neutral or male-biased in the way inquiry is conducted; the nature of sexism; differing conceptions of a non-sexist society and arguments for and against those differing conceptions.
7) autonomy — what is it and why is it valuable, if it is? As for my own work, I am particularly interested in three issues. They are:
   a) issues of feminism — see 6) above;
   b) the concept of desert, i.e., a theory of the right grounds or basis of desert formulated in terms of what the existing rules allocate or

stipulate. John Rawls' discussion in *A Theory of Justice* suggests that there are at least grounds for being sceptical about the possibility of any "deep" theory; and

c) the appeal to role in moral argument — to what degree is it, should it be, a continuing moral argument for, say, the lawyer to claim that he/she can and should appropriately neglect what would otherwise be a morally relevant consideration because his/her role is (within very broad limits) to seek to secure or vindicate the aims or interests of his/her client.

III. One aspect that is worth pointing out is the rather new emphasis on applied ethics. Biomedical ethics is the best developed and best organized. The Hastings Center started the work. The bioethics work at Georgetown's Kennedy Institute helped develop the area (e.g., with the bioethics encyclopedia). Philosophers make rounds with doctors in hospitals as standard practice in a number of places. The development of journals, anthologies, textbooks is noteworthy.

Possibly the second best developed is philosophy of law; but business ethics is coming up fast with two new journals, two book-length bibliographies, many textbooks, etc.

The work done has raised a number of philosophical problems previously pretty much neglected, including collective responsibility, the moral status of corporations and nations, the re-development of role morality.

Applied ethics also has concerned itself with philosophy of war, nuclear energy, etc.

IV. 1) Studies in personhood with emphasis on, for example, our relations to — especially our likeness to — machines. There is also the range of issues concerned with whether we're purely biological. 2) Exploration of the value — and limits — of scientific knowledge. 3) Bringing philosophy to bear on public policy issues, especially a) for purposes of clarification — the conceptual side; and b) for normative purposes — the ethical side. 4) Studies of language as one thing (or the thing) distinctive of persons, and in relation to our generic make-up. 5) Exploration of criteria of moral and legal responsibility. (One might mention the Hinckley case.)

It's clear that anything goes (almost). The same seems to be true of other fields, including painting and architecture.

At the same time that there is this proliferation of interests, the discipline hasn't lost sight of its traditional concerns. Witness the list of dissertation topics of those graduate students in philosophy who won Charlotte W. Newcombe Fellowships in 1982:

"Philosophical Issues in the Justification of Punishment"

"The Justification of Workers' Self-Management"

"John Stuart Mill on Morality, Law, and Human Welfare"

"The Ethics of Belief and the Rationality of Religious Belief"

"The Ethics of Virtue: Its Place in Modern Moral Philosophy"

"Aristotle's Concept of a Person"

"God and Timelessness"

Almost all of these topics could have all been written on 20 years ago (or longer).

Some History:

What I will sketch here is part of the history. Some would say it's a major part; others would say it's minor. (I'm tempted to call this section "From the Aufbau to the Last Bow" after Tom Wolfe's book: *From the Bauhaus to our House.*)

The last part of the 19th century and the early part of the 20th saw a revolt against idealism, which had become the dominant view in Western philosophy. Among those philosophers who rejected idealism were, in the United States, Dewey and James, on the continent, a variety of people, including Frege, and in the United Kingdom, Russell and Moore and Wittgenstein.

There was an introduction of mathematical logic not only as a tool but as a standard for knowledge. One wing of this reaction was analytic philosophy. The term began to be applied loosely to philosophers other than the original ones and now is almost useless because it is no longer clear what it refers to.

Perhaps the most widely-known manifestation of analytic philosophy was the school of thought embodied in the activities of what was called the Vienna Circle (the similarity to the Bauhaus is worth nothing). Its view was called Logical Positivism or Logical Empiricism. While most philosophers weren't followers of the school and many despised its views, it did have great influence in the U.S., in part through the presence of a number of distinguished philosophers who left Europe because of Nazism.

To oversimplify a bit, the main view of the Logical Empiricists was that philosophy was not an empirical discipline. (It was analytic and thus had strong ties to mathematics.) Its purpose was to analyse concepts and perhaps to analyse the foundations of knowledge. The result of all this was that, according to the Logical Empiricists, philosophy was different in kind from natural science; philosophers had no business propounding normative ethical theories (although it was acceptable to analyze ethical concepts), and traditional metaphysics was either a nonsensical activity or had to be reinterpreted as disguised analysis.

While the orthodox positivist position was never adopted by many, the view did influence the unstated assumptions that governed the activity of a number of philosophers and this in turn influenced their students. The result of the influence of Logical Empiricism was to convince a number of philosophers that

legitimate philosophical work was limited to a reasonably narrow area. It was as if a dam had been erected that limited the area of proper philosophical activity.

This dam that helped to restrain the natural tendency of philosophers to talk at length about everything crumbled in the last decade or two. We are now living in the sea that was created when the dam burst.

The causes were many; here are some: Positivism's most basic doctrine was that there was a sharp line between empirical science and conceptual activity. The work of many, especially W.V.O. Quine, for example, in his article "Two Dogmas of Empiricism," undermined this doctrine from the inside. Briefly put, the positivists couldn't draw the line they wanted in a way that met their own rigorous standards of philosophical adequacy. Quine and others concluded that if philosophy and science couldn't be seen as different in kind, their difference must be one of degree. Thus philosophy and science might be seen as of a piece. The results of this message getting across have been salutary. It became possible for philosophers *qua* philosophers to read physics, psychoanalytic literature, neurophysiology. This has meant that education of graduate students could be broader and this in turn has led to an opening of areas for legitimate philosophical research.

In a perhaps related way, Rawls and others began to develop theories in ethics with normative components. Many graduate students felt freed from the necessity to apologize for thinking, *qua* philosophers, about normative questions. This breakdown between philosophy, as it was conceived by the Logical Empiricists, and normative ethics was also facilitated by challenges on the part of philosophers of Marxist and pragmatist persuasions and especially by the belief on the part of many that the serious moral and social problems of the late 1960s and early 1970s required that philosophers get involved, not only to clarify issues but to argue for substantive moral positions.

Thus one might say that just as the need for serious address to societal problems became acute, internal developments within the field made it possible for philosophers as philosophers to address these problems. (Of course many philosophers never felt the attractiveness of the positivist and/or analytic traditions and thus avoided much of the problem.) What we have now is in part the result of the freedom from constraints that a number of philosophers had, until recently, imposed upon themselves.

One additional major development that has occurred as a result of the breakdown of the tradition of Logical Empiricism is the reaffirmation of historical perspectives and understanding as important parts of an address to philosophical issues. The empiricist or positivist approach tended to be ahistorical. First of all, history was an empirical discipline, and thus, if done properly, one branch of science; philosophy, on the other hand, was a conceptual non-empirical discipline.

Second, one of the programs of the logical empiricists was to offer an account of the foundations of scientific knowledge. Put briefly, the idea was to give an analysis of the structure of scientific theories and go on to show in what way theories were connected with experience through scientific experiments. It was an assumption that the actual practice of scientists and the history of scientific developments were not particularly essential to the understanding of scientific knowledge. Once one had constructed a model of a scientific theory in terms of general laws, one could come to understand how science worked in an ideal sense and that was what was of philosophical interest. Implicit in this view was the claim that scientific theories were accepted or rejected on the basis of the experimental results that were either in agreement or disagreement with those predicted by the theory.

A major challenge to this view came from Quine, who argued that no sharp line between theory and experience could be drawn. Perhaps a more widely recognized challenge came from Thomas Kuhn, whose work *The Structure of Scientific Revolutions* raised serious questions about the adequacy of the positivist account of acceptance and rejection of scientific theories. Kuhn's work, unlike Quine's, was to a significant degree historical.

In recent years some philosophers previously identified as analytic in one sense or another have become more aware of the fact that what one generation takes to be the main questions of philosophy may be influenced by unstated assumptions developed in earlier periods. Thus, to understand what we as philosophers conceive to be the central issues of the discipline, we must become reflective about the history of the discipline. Of course, this point had been recognized by many philosophers from outside the analytic tradition, but it has been recently reaffirmed from within what was broadly known as analytic philosophy. Perhaps the most widely discussed and provocative recent work in this area is *Philosophy and the Mirror of Nature* by Richard Rorty.

Just as history has begun to become integrated in a philosophical approach to various questions, so have sociology, political science, psychology, linguistics, literary theory, and many other disciplines. The openness and more pluralistic spirit of philosophy in America has brought a greater appreciation of the fact that disciplinary lines need not be barriers to scholarly inquiry. This had been recognized long ago by those in the tradition of American pragmatism and those familiar with the intellectual life of the European continent. Its appreciation is now much more widespread.

On the other hand, the renewed sense of history has called more attention to the intellectual heritage of the discipline of philosophy. Thus, there is some recognition of the fact that while there may be no absolutely sharp line separating philosophy from other disciplines, it is not the case that philosophy has no distinctive character. What has been challenged is the belief that philosophy can be given a strict definition in terms of a particular set of problems

or a specific methodology. The practical effect is that philosophers *qua* philosophers have intellectual and practical opportunities that for many did not exist two-or-three decades ago.

Where will this lead? In what follows are some suggestions about what may happen. I hope these are a bit more than mere guesses:

1) Order comes out of chaos. I expect to see some schools of thought, even if they do not constitute orthodoxies, arise in the next decade or two. One source might be the current discussions between those traditionally called analytic and those who work in continental (existential and phenomenological) traditions. People are beginning to discover that when they talk about language and culture, there may be more difference between, e.g., Husserl and Heidegger than between Heidegger and a number of so-called analytic philosophers.

2) Philosophers will continue to play a role in worldly affairs. (This is an old tradition that other countries have maintained, but the U.S. has lost.) The value of philosophers in the health sciences is already well-established. To some the practice of hospitals employing philosophers to help those making important decisions with ethical components has been at best a temporary fad. However, it appears that the increased awareness on the part of the public and health professionals of the complexity of decision making in medicine is likely to remain. Thus, an appreciation of the abilities of philosophers to contribute to more adequate reflection on hard problems is not likely to diminish.

In a similar way, there is increased awareness of the role that philosophers can play in government. The success of the Congressional Fellowship Program of the American Philosophical Association is perhaps the most public recognition of this fact. There is also increased awareness of the fact that those with philosophical training can contribute to the awareness needed to make morally sound decisions in business.

3) There is a danger in the exciting multiplication of philosophical interests. The economics of the academic world may reinforce the tendency of many to work in new specialized areas. The best way to get tenure is to publish and one is more likely to publish in a specialized area. The diversity may in time give rise to fragmentation, with a subsequent loss of communication among philosophers. One of the big losers will be students.

One way to understand this problem is to realize that as the number of areas, both theoretical and practical, open to philosophical activity grows, it will be much harder for any one philosopher to have a grasp of the field. In a similar way, since research projects tend to have a shorter and shorter half-life (due in part to the fact that what is exciting and interesting to one's peers tends to change quickly), it will be harder for any one philosopher to sustain work in an area long enough for the philosopher to begin to discern the connections

between that area and the other major areas in philosophy. Over-specialization has been thought to adversely affect scholars in the sciences. There is some danger of it happening in philosophy.

There is a need to reaffirm the core of philosophical studies (ethics, epistemology, logic, metaphysics, and the history of philosophy) so that those who go in different directions retain the ability to communicate. There should be chances for exchanges among scholars. Isolation on a small campus or in a sub-specialty of a discipline can rob one of the excitement that keeps a philosopher alive, alert, and well. Institutes and workshops can play a valuable role here.

In addition, the reaffirmation of the core of philosophical studies will be important in insuring that the next generation of philosophers will have a better chance of being able to avoid over-specialization and fragmentation. Also, and perhaps of more importance to the larger society, a core of philosophical studies will enable the discipline of philosophy to play a major role in the re-establishment of the liberal arts as the central component in higher education in America.

Of course, a return to a core that leaves out recent work and the new perspectives that have been developed would threaten to betray a lack of appreciation of the profound and exciting work done in this century. The problem of maintaining the exciting and stimulating diversity of philosophical work, while enriching the core of philosophical studies, is perhaps the most significant challenge facing the discipline today.

Literary Criticism and the Teacher

Claire Gaudiani

The study of literature remains, despite careerism in the 1980s, a vital part of the process of the education of citizens in a democracy. The standard reasons that explain the importance of literature in the curriculum are not less compelling just because faculty know them so well. Students should read literature to learn how to enjoy good writing. Good writing, as I.A. Richards tells us, contains "appraisals of human existence."[1] It reminds us that certain specific as well as certain general questions continue to matter. The systematic study of literature can teach us how to interpret relational systems, avoid simplistic thinking, develop judgment and taste. It combines cognitive activities like classification, discrimination, and exploration of facts and consideration of the nature of evidence with imaginative activities that reproduce for readers the sensuous experience of the text in mysterious ways. Iris Murdoch explains that literature engages the reader's whole personality, that it is both mimetic, imitating reality, and anamnetic, stimulating our memory of what we did not know we knew.[2] We are entertained and educated. We can learn about others, grow in tolerance, learn to know ourselves, and experience private consolation. We all know these things, or we remember being told them, about the importance of the study of literature.

Literature has an especially vital role to play in two-year post-secondary education for two reasons. It develops judgment, critical thinking, and problem-solving skills in a curriculum often dominated by strict algorithmic training. It creates a basis for the development of real as opposed to functional literacy. Many segments of the community and junior college curriculum tend to teach mastery of explicit instructions that guarantee realization of specific goals. This algorithmic learning sets out a sequence of directions that impose themselves on the performance of a task, without there being room for individual judgment or debate. Algorithmic learning procedures are the essence of mechanization of the worker.

In many jobs, however, algorithmic procedures are appropriate means to reduce errors and insure task completion by less skilled workers. But even in

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these jobs, workers trained to proceed exclusively in the algorithmic modes can become dangers to those they serve. Algorithmic training tends to impede the worker from weighing the relative merits of steps in the process. The worker becomes a danger to others, because it is precisely when the unusual case occurs, when explicit rules and principles no longer operate and can no longer guide, that a student's capacity to interpret, evaluate, and make judgments becomes crucial. Strict algorithmic job training critically disables the worker and his or her usefulness to the success of the task when exceptional circumstances present themselves.[3]

Along with the algorithmic procedures, students need to learn the critical and interpretive skills. James A. Schulz, professor of humanities, Loop Community College, Chicago, remarked in a recent paper that

> What is not perhaps so obvious is that this same faculty of judgment is often called upon even in the most ordinary of occupations. In every working context, individuals are regularly required to make and act on decisions for which necessary and sufficient criteria have not been spelled out in advance. This is not in every case, at least, a problem that better management might solve, because there is a certain open-endness inherent in any concretely situated activity. The sort of training one gets in using machines is algorithmic in character and when this kind of training has dominated one's schooling, the result is the sort of inflexibilities about which employers complain. In fact, as automation and robotics continue to transform the work world, it is precisely the critical skills taught in the humanities curriculum that will be the ones most remarkable in the work place.[4]

The second reason for the importance of literature in a two-year program is that there is no such thing as "basic literacy." The definition of functional literacy does not include the reading of prose sequences, but means only reading of signs and captions, the writing of lists or checks. To become *literate*, people must read and write extended prose, commentaries, synopses, reviews, short stories, plays, novels. These opportunities to read and write nurture the development of real literacy: the kind of capacity that enables free people to enjoy the written word, to continue learning, to teach themselves, to evaluate the written words of others, and to play a more significant role in determining their own futures. Literacy without literature is a hoax.

Beyond the task itself and the people served, education limited to the algorithmic mode poses a danger to the worker because it undermines his future. Highly specialized task-defining training is predicated on "all things remaining as they are," which of course they never do. This is when algorithmic training becomes a straitjacket, limiting flexibility and disabling the workers' capacity to move easily and gracefully to new assignments as technology makes their training obsolete. Job retraining becomes increasingly difficult as workers

grow older and their lack of reading skills and mechanical habits of mind confine them to outer perimeters of the job market, if not outside it altogether. Perhaps most importantly, students trained exclusively in task-defined modes lose confidence in their own minds and in their capacity to learn new skills. Students without the skills that come from the systematic study of literature not only perform less well on the job but their working futures are compromised.

Of course, the study of literature does not necessarily achieve its objectives. For instance, many faculty have taught students to hate books rather than teaching them to love them. Some teachers have so emphasized the labors of literacy that students never recognize literacy itself as one of the major sources of individual freedom in our society. Many faculty find the terrible and unsatisfying work of correcting weekly compositions too much to bear, given the numbers of students they teach and the level of preparation they and their students bring to the task. Few of us have been trained to teach literature, much less to teach literature as an opportunity to practice problem solving, develop judgment, or move beyond functional literacy.

In the best of circumstances, the study of literature may still fail to achieve the benefits students deserve from it because even remarkably valiant faculty meet so much resistance, active and passive, to literature courses. Administrators and professional accrediting boards, as well as students, their advisors, and parents, are often unsure of why they should support the study of literature. Literature faculty would, therefore, be justified in seeking clear statements from the academic profession. The Modern Language Association might make such a statement. During the 1970s the MLA gradually uncovered the job crisis for new Ph.D.'s and also reacted strongly to political and social issues like the discrimination against women and homosexuals. It has not, as best I can tell, really made as strong a statement about the loss of interest in the humanities, in general, nor in the study of literature, in particular. Suffering a certain reduction in the number of submissions to its own prestigious journal, MLA continues to provide a giant bazaar with booths set up by devotees of Pirandello, Doris Lessing, and a host of other godlets. The continuing fragmentation of the firmament of literature scholars has revealed a galaxy of critical modes, of stars and styles, whose wise men bargain for meeting rooms at the national convention each year. The diversity in the literary profession may be a sign of its vitality, but the public needs some clear statements from the leaders in the learned fields.

Now, doctors can rely on some general though still important words from the American Medical Association and other medical professional groups from time to time. The definition of a well-balanced diet, warnings about untreated high blood pressure, the seven danger signs of cancer, are offered to the lay public as a representation of the best thinking among learned and practicing professionals in the medical field, even before every last bit of research is in on

these different issues. Lawyers and many state legislatures take significant cues from public pronouncements from the American Bar Association. Faculty teaching literature need similarly clear statements from their learned society/professional organization about the value and the role of literature study in American education.

Obviously, the Modern Language Association does not bear the sole responsibility for this lack of leadership. Some of the most privileged literary scholars have spent the last fifteen years writing for an increasingly smaller circle of *cognoscenti*. Some deny that texts can have meaning and affirm that syntax itself is exploitative and repressive, others assert that all writing is about writing, and still others announce that, in fact, the world is text. The doctrines of all groups and the myriad aberrations of each often deny standards of evidence, reject the possibility of making true statements, and ultimately lose track of the value of literature and the reasons for reading at all as they chase mirages that they call critical theories. Frederick Crews has noticed that "the benefits that these members of the academic establishment seek are conferred upon themselves at the expense of others."[5] In the confusion and trumped-up complexity of their works, these scholars have lost the opportunity for their words to have impact on the rest of us, on our administrators, and in a larger sense, on the academic enterprise in this country.

The field of literature has experienced a crisis in leadership. Many of its natural leaders have grown increasingly self-indulgent, exclusive, and hermetic; as the number of colleges increased, the college constituency changed and curricular requirements and standards relaxed. Many scholars who must have seen the gradual loss of focus on literature and languages simply waited for it to pass, not wishing to be ungentlemanly, perhaps. Those who spoke out, like Crews, were voices crying in the wilderness. At the 1979 MLA convention, he commented that

> there is, of course, a socially acceptable progressive role to be played by professors of literature. We can help to make our students more capable of independent judgment by teaching them to read accurately, and to write scrupulously, in a comprehensible idiom. Our own prose can set an example in this regard. We can also mediate between relatively uninformed readers and great works of the imagination, holding out alternatives to a life of passive consumption and manipulation. It is the promise of these benefits that has thus far induced our fellow citizens to subsidize the peculiar industry of academic literary criticism.[6]

Gerald Graff, Helen Vendler, and Wayne Booth are among a relatively small group of scholars who have tried to draw significant attention to the value of the study of literature from their vantage points as literary critics. The tie that

binds these writers and their like-minded colleagues is the belief that literature is intimately related to life as human beings experience it. This belief obviously affects the way they approach the study of literature. Paul Ricoeur, in his very rich *opus*, shares this belief and contributes to this issue by taking us back to a version of an earlier and more peaceful time in academic life. He suggests that reading literature represents and recreates reality in three ways. Ricoeur asks us to think about three kinds of mimesis as we read and teach literature. Mimesis(1), says Ricoeur, is the *prefiguration* of the text. Mimesis(1) represents the moment in time for the author and the world from which the text itself emerges. The historical setting, the biography of the writer, even, heaven forbid, authorial intentionality concern the student of the text at this stage of inquiry. Mimesis(2) is the *configuration*, that is, it recreates the time of the text itself. At this stage, readers try to understand and appreciate the text as a thing in itself. The language, images, themes, the major ideas come under close scrutiny. Some readers will use the tools of Cleanth Brooks, Wellek and Warren; others will use a psychoanalytic or structuralist method. Whatever the critical method, the reader studies the elements of the text itself as an artifact. Mimesis(3) is the *transfiguration* which represents the continuing presence of the text in the world, both the actual world since the text was written and in the world of the reader's mind, where the text continues to operate.[7]

Ricoeur's work and that of his followers offers a ray of light and hope from the critical galaxy. What he is saying is what we have suspected all along: that any work of literature has its own history and creator, mimesis(1), that it recounts its own story, mimesis(2), and that it changes us forever, mimesis(3). Literary texts do have meaning and the world is *not* text.

If the voices of the literary critics are beginning to change, the need remains for the MLA and the major learned societies to address intelligently and publicly the reasons why literature study is important. The recent report from MLA's Commission on the Future of the Profession contains very encouraging signs that the leadership is responding to the need for a sense of direction, although I still miss a clear statement on the value of literature study for students in a democracy.

The new chairman of the National Endowment for the Humanities has exerted leadership by reminding faculty of the traditional reasons for studying literature, philosophy, and history: to advocate "intellectual refinement and spiritual elevation in the cause of human excellence." He asks us to focus "on matters of enduring importance, matters that have always been the concern of the humanities: courage, fidelity, friendship, honor, love, justice, goodness, ambiguity, time, power, faith."[8]

But while we wait for leadership from our scholar-colleagues, we must review for ourselves the reasons for the study of literature and make the case convincingly to colleagues, administrators, and accrediting boards. As teachers

of literature, we know what students in two-year post-secondary programs can gain from the study of the great and soon-to-be-pronounced-great texts; thus, our vocations call us to teach these texts with insight and enthusiasm so that each student is both pleased and transformed by them. In the final analysis it remains for teachers to exert the real leadership in the classrooms and institutions where they are responsible for nurturing the word made flesh.

Notes

[1]I.A. Richards, *Principles of Literary Criticism* (New York: Harcourt Brace & World, 1961), p. 61.

[2]Bryan Magee (ed.), *Men of Ideas* (New York: Viking Press, 1979), pp. 271-72.

[3]For further discussion of algorithmic learning see "Critical Skills: The Humanities as Enabling Curriculum," unpublished paper by Professor J.A. Schulz, Loop Community College, Chicago.

[4]Ibid., p.9.

[5]From a presentation at the Modern Language Association Convention December 29, 1979.

[6]Ibid.

[7]Paul Ricoeur, "Mimesis and Representation," *Critical Inquiry, vol. 7, no. 1 (1980).*

[8]William Bennett, "The Shattered Humanities," *Wall Street Journal*, December 31, 1982.

A Model General Education Program

Martin Spear and Dennis McGrath

In *A Quest for Common Learning*, Ernest Boyer and Arthur Levine call for a reconsideration of general education, which they define as "those experiences, relationships, and ethical concerns that are common to all of us by virtue of our membership in the human family at a particular moment in history." Given the fact that the history of curriculum reform has witnessed numerous revivals of interest in general education, Boyer and Levine's proposals have been received with understandable skepticism, especially by those in the community college.

We believe that their challenge to reconsider the curriculum and develop a core educational experience for students should be taken seriously. We recognize, however, that the record of so many prior attempts to reform the college curriculum ought to signal us that the solutions to the perceived problem, perhaps even the formulation of the problem itself, have been inadequate. Furthermore, Boyer and Levine's essay was clearly directed to four-year institutions, raising the question of whether the nature of general education programs should be different in community colleges.

One way to understand clearly the proper role of general education and to articulate the type of core experience most needed by community college students is to consider the situation of the transfer student; that is, to reflect on the preparation most appropriate for those students who begin their academic career at a community college while planning to complete their education at a four-year institution. While these students have different interests in many respects from those enrolled in our terminal technical and vocational degree programs, as well as those in our remedial courses, the problem we face in adequately preparing our transfer students is really an instance of the more general challenge of community college education today. This new challenge, in our view, must be seen as produced by the very success of community colleges in so tremendously expanding access to higher education in the past thirty years.

Before 1960 access to a college education was quite restricted, which denied opportunity to many minority and lower-income students, but which also simplified the educational task. Students, of course, have always varied in their

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motivation to learn and their willingness to subordinate themselves to the goals of the curriculum. Until the massive expansion of higher education in the 1960s, though, students and faculty tended to come from backgrounds similar enough that even the most "collegiate" students knew the value system they were rejecting by engaging in the social rather than the intellectual life of the college. There was, at least, a rough correspondence between faculty and student expectations, values and attitudes towards education. Between 1960 and 1970, however, college enrollment doubled, going from roughly 3.5 to 7 million students. This tremendous surge in enrollment which undergirded the growth of community colleges also severed the supposition that teachers and students shared a common world of expectations, values, attitudes, and interests. It produced, in other words, a structural disarticulation in higher education that we are still struggling to resolve.

The new student is "non-traditional" not only in the sense of being a first-generation college-goer, or an older person returning to school after a long absence, but also, and more profoundly, in the sense of lacking the traditional skills, values, attitudes, and background knowledge assumed of earlier generations of students. This is obvious with our students who have significant academic deficiencies. These we routinely identify and place in special remedial programs to develop their skills before entering the regular curriculum. What we have not fully acknowledged, however, is that the traditional curriculum is not appropriate for our average vocational or transfer student either.

Through the distribution requirements of our current general education programs we have largely presented students with a scaled down version of what is offered at elite four-year colleges, even though we know that the difference between students at such schools and our own is *not* that our students have scaled down intelligence. Instead, most students at elite institutions understand academic life; they talk about intellectual matters and have done so for years. They share, in other words, the attitudes, patterns of thinking and modes of behavior which permit them to enter into intellectual life at a reasonably sophisticated level. Even our very bright students, and we have many, are not similarly prepared to enter into intellectual life. They have little in their experience which models intellectual activity. They do not take themselves seriously as learners of something worth learning, but rather view themselves as engaged in a kind of certification process. They often come from backgrounds which do not value controversy and debate and they back away from rational discourse into an easy relativism that asserts important issues are just "matters of opinion." Many, also, have little sense of controlling their lives; they frequently see themselves as being acted upon rather than acting, as having little command of the resources that might alter their socio-economic destiny.

Community colleges have been tremendously creative in developing effective programs for students with low academic skills. The current task, in

our view, is the development of general education programs for all our students which recognize the task of developing the attitudes, values, and behavior patterns needed to enter the community of educated persons. Just as we have revised our developmental courses to meet the needs of our low-skill students, so we must now re-conceptualize the nature of our general education curriculum.

The Community College of Philadelphia is currently engaged in a re-examination of its curricula with a view toward revitalizing general education. One model being considered is that of the Foundations in Interdisciplinary Studies Program (FIS). While designed as a program for full-time transfer students, we believe the FIS model — the articulation of goals, objectives, content, and structures, indeed, the very conception of an educated person which it embodies — to be generalizable to other groups of students as well. Still, the FIS faculty has not tried to settle the question of how to approach general education for vocational students, but rather the program is designed exclusively for students who declare their intention to transfer to a university and thereafter pursue professional careers. Our goal for these students is to build commonality between them and the intellectual community, to bring them into that community — not to tell them about it or "expose" them to it, but to start them operating as members. This goal is achievable during their stay at the Community College of Philadelphia largely because FIS refuses to inflate its one- or two-year goals to include those which more properly belong to the entire educational process. The criterion of success is the extent to which students perform well at high caliber colleges, universities, graduate and professional schools.

FIS faculty subscribe to the ancient theory that sees education as a process of self-transformation — perhaps an unpopular view in a culture that thinks of college degrees as job certification. Still, the implications of the classical view are that a curriculum must embody some notion of the sorts of changes that students undergo during their participation. For FIS, these changes are of three kinds: repertorial, cognitive, and attitudinal.

The Repertoire Objective: Students at the Community College of Philadelphia — non-traditional, usually older, frequently parents or grandparents — have what is in many ways a rich and varied experience, but it is a meager experience as well. The background one needs to operate successfully or do outstanding work at a university is simply very different than that provided by the mass culture. Thus, our first objective: The student should understand basic cultural references and be able to place them in the appropriate context. Of course, we do not pretend that it is laid down for all time that an educated person just simply knows of the struggle at Troy. Perhaps allusions to Homer or Shakespeare already seem tired and pedantic. So the content of the repertoire may no longer be that of a classical liberal education. For faculty committees, however, that poses the question: what kinds of information must students have to move from the mass culture into the educated community?

More than this, though, the educated person does not treat the common fund of knowledge as consisting of a mere compilation of isolated facts. Rather, the various elements of the repertoire are routinely placed in standard patterns of relation. Thus, our second objective: The student should have a model of the relations between objects, data, principles, and theories, sufficiently complex to provide a meaningful context for new experience and information.

The Cognitive Objective: While the repertoire objectives are primarily concerned with information — of various levels of complexity, to be sure — still, students at universities must ultimately engage in much more sophisticated tasks than just remembering what they were told. Roughly, they have to learn how to handle information, to do something with it, to make sense of it, to re-think, re-conceptualize, challenge, evaluate — in short, to engage the intellectual community according to the rules of rational discourse. Unfortunately, for an assortment of reasons ranging from largely unarticulated educational dogma to class-conscious elitism, community college students are almost never seriously asked to operate above the memory level and certainly have received no consistent and coordinated training in higher cognitive activities. Even students who are able to read and write other than linearly are puzzled by the request that they do so. Having been trained to remember information often from textbooks imbued with the pseudo-epistemology of unselfconscious scientism, the biggest step for them is to see texts, theories, claims, and counterclaims — indeed, "information" — as historical and rhetorical artifacts. Faced with the work of others, they must listen and read with self-conscious attention to unstated matters behind and within the text; they must "de-construct" it. Further, they must learn to construct their own written and spoken work with a careful eye on the readership. That readership — abstractly the educated community — is almost completely uninterested in a list of facts. Rather, it displays complex patterns of reasoning, builds ever deeper and richer levels of relation and meaning. Unless we equip students to follow that community's conversation, they will find themselves shut out from it.

Attitudinal Objective: Students' prospects are conditioned as much by how they orient themselves to their studies as by their ability and training. The higher-level goals are simply unattainable unless students mold themselves behaviorally and affectively as members of the community they engage. Thus, education in our transfer programs has a powerful moral component that community colleges have almost entirely neglected — partly because of educational theories that separate the cognitive and the affective, and partly because of a squeamish liberal egalitarianism which insists on the relativity of value while simultaneously reinforcing the class destiny of our students. Ideology aside, students fail to understand that physicians and lawyers and engineers are not just secretaries or check-out clerks who happen to know a lot, but are carriers of, and participants in, a full and rich culture largely different from their own. Community college students, perhaps more than anyone else,

exhibit the extent to which our institutions have simply accepted the self-characterization of science and its attendant devaluing of humanistic studies. Our students really believe — this much they have learned from us — that real knowledge and facts are obtained only with the scientific method, whereas the humanities (and the dichotomy itself is part of the vocabulary of the glorification of science) are concerned "only" with values, which in the culture of science are mere personal preferences, matters of opinion or taste, perhaps expressions of emotion or sentiment. No wonder the general education component of education has got to be read by students, faculty, and administrators as, at best, "enrichment," or "elitist," or as a "frill." For community college students the failure of the self-transformation aspect of education means holding students within their "neighborhood" culture.

The FIS faculty does not believe these goals and objectives to be astonishingly original, but do believe that most community college faculty would agree with at least some variant formulation. However, for these goals and objectives to be achieved, they must be pursued in a rigorous and coordinated manner which, sadly, just doesn't seem to happen at most colleges and for most students. FIS attempts to rigorously pursue them at the Community College of Philadelphia; in fact, one way to understand FIS is to appreciate how completely it defines itself in contrast to the standard credit distribution approach to general education.

* * *

FIS is a coherent course of study enrolling full-time transfer students. Its "content," i.e., the information base, is Western intellectual history and is taught by a team of faculty from the humanities, social sciences, and natural sciences. However, contrary to normal practice, it does not consist of individual courses but rather is really one giant, team-taught, fifteen-credit-hour course. The "team" vocabulary is not just rhetoric, since the faculty sees itself conducting general rather than specialist education. That is, given the objectives they have set, the decisions about teaching content and processes are made by the group. Obviously, literature is primarily taught by an English professor, but he does not merely teach what he likes or what he thinks is important. Often non-specialists are better equipped to see the general importance and relevance of a particular professor's pet topic. Partly, we simply ensure that general education students not be subjected to obvious teacher eccentricity. But, more, by requiring team decisions on content, both multidisciplinary and interdisciplinary support and cohesion become possible. A high level of integration of subject matter requires that faculty give up some of the autonomy which they have enjoyed — and which has often been bought at a great price. In its place is the freedom to participate in building larger and more coherent structures than ever is possible in the standard three-credit course or even in a sequence of three-credit courses. Program activities — primary lectures, seminars, and the writing project — have

to be seen as functioning within the large structure; otherwise, many activities will seem more pedestrian than they are.

Thus, from one point of view, lectures in FIS are just like lectures anywhere. Fourteen times a week students listen to professors. The difference is that the lectures are related to one another both horizontally and vertically — coherent both from disciplinary and interdisciplinary perspectives. Lectures from various disciplines mutually complement, support, and reinforce one another as, for instance, lectures on Greek religion and Euripides' *Bacchae*, or lectures on Gothic cathedrals and scholastic metaphysics. When one considers the amount of time typically spent in a three-credit course, either filling in background or drawing out the implications of some topic, one finally revels in knowing that background will be in place and implications sketched, both by the designated discipline instructor and at the appropriate time. Integration of subject matter saves faculty, and students, from constant low-level duplication of effort and permits an enormous amount of "content" to be learned very rapidly. Students and faculty see themselves as building systems of knowledge, patterns of explanation, which provide models of the enterprise of rationality and, perhaps less cosmically, a rich context with which to understand future studies.

If the repertoire objective is primarily addressed in the lectures, the second FIS goal — raising the cognitive level at which students operate — is primarily a concern within the seminars. The problem, you will recall, is that students, even fairly sophisticated ones, mostly read and think in a simple way. Their schooling, even in college, has been conducted with textbooks written several grade levels below them. Such textbooks have a meager rhetorical structure; students are preconceived by the authors as audience; and student interest is generated solely by grade pressure and the challenge to master information.

It is small wonder that students read everything as if it were written at the tenth-grade level, rhetorically transparent, and constructed as a list of "main points" supported by examples. Overcoming such a debilitating deficiency in students means nothing less than teaching them to read in a new style, from what might be called the rhetorical point of view. To understand a rhetorical artifact requires unpacking its deep structure, finding the problems the writer is concerned with, who is the opposition and who the audience, what is the range of the solution set, and the like. To be able to work with a text in this way is a major intellectual advance for students.

In FIS we trade off large lecture classes for small seminar sections. In the seminar, twelve-to-fifteen students and two professors work in a somewhat informal setting, but in a formal, forceful, and directed way at working through texts and theories, teachers modeling techniques, students trying again and again in a setting simultaneously tense and relaxed, threatening and supportive.

To facilitate discussion and to avoid some obvious pitfalls (that we fell, and fall, into frequently), FIS uses a team-teaching plan in the seminar in which one professor is charged with carrying the agenda, leading the seminar, while the other watches and waits, evaluating the proceeding, looking for student misapprehensions, unappreciated remarks, underdeveloped but important themes. The responsibility of the professor is to not allow these problems to slip by, to simply step in as needed and then hand it back to the leader. For this to work the two professors must trust and respect each other, accepting re-direction, amplification, and qualification as a critical component of the learning setting.

FIS faculty take writing — the third program activity — very seriously, systematically integrating writing across the curriculum. All faculty work in the writing project, in which they attempt to run in reverse the rhetorical and evidential analysis that is applied to seminar readings. In those readings students learn to unravel, to disentangle various threads. In their own writing students tie strands together. For this they need a characteristic moral posture — distance from their work so as to see it as a rhetorical document using the same critical eye they are taught to apply elsewhere.

Roughly, the writing project operates by requiring students to present their work in a small group and conference setting at which the paper is the object of an intensive rhetorical analysis — the same as those used on seminar readings, but here, inevitably, on a simpler document. The student writer listens to the critique and, almost always, rewrites the paper several times before submitting it. The work is finally graded and commented on by faculty who had not been involved with it earlier.

Aside from developing the cognitive skills involved with writing, this process is designed to help students confront the writing problem in its moral dimension. Most of the standard dodges, excuses, pretenses, and false stances are completely undermined as students are required by the situation to take responsibility for their own thought and not, for instance, escape into the various forms of bad faith so common in student writing. One cannot guess what the teacher wants if the grader is unknown. One cannot hide from one's peers in a writing group. Success depends upon taking the writing task seriously and, no less importantly, taking oneself seriously as a writer of something worth reading.

The analytic techniques, patterns of reasoning, and scholarly orientation developed in the seminar and in the writing project are called upon for the day-long mid-term and final exams. At quality universities students will be called upon to do much more than guess or remember or give right answers, so that if they can think their way through and behind questions and answers by developing an abstract analysis of each, then their responses will be significantly more sophisticated than their competitors', most of whom will be writing lists of main points.

So far we have either said nothing or everything about how one achieves the critical attitudinal objective. The history of the matter at the Community College of Philadelphia is that our program was developed on the basis described above with no thought given at all to functions in the so-called "affective" domain. Quite unselfconsciously we built a learning community and were subsequently astonished at how the experience decisively shifts both student and faculty orientation to instruction. Of course, working in a community setting runs counter to the habits and expectations of everyone involved, although faculty, who have been at the game longer, recognize the extent to which they are asked to diverge from the standard pattern. For them it means a demystification, dropping the mantle of their subject matter from around themselves as a necessary step to making subject matter the central concern for students. For them it means being willing occasionally to spend evenings and weekends at study groups, encouraging, reassuring, redirecting, and often just munching pretzels while students shout at one another about Euripides or Adam Smith or the French structuralists. Students are not stupid. They understand those functions which are often taken over by older or senior students as needed. Still, for them, for many students, no one has ever served as a model, a personal model, of the kind of life that values intellectual activity — not as a remote, vague possibility, but as what may be for them. The explosion of hope and enthusiasm the community produces in students, coupled with the support and direction it provides, seems to be what is so often lacking in ordinary lecture courses.

This program, as we acknowledged, is designed for full-time transfer students. We believe, however, that the major elements of FIS, its goals and the process of achieving them, can be utilized as a model for a general education program for all community college students. General education, on this view, would have to break with the student elective/credit-distribution model that is in place at most schools. The advantage, however, of developing a coherent core-educational program is the possibility of offering all our students the possibility of true intellectual development.

ESSAY REVIEWS

Informal Logic and Family Resemblances

Eleanor F. Katz

Understanding Arguments: An Introduction to Informal Logic by Robert J. Fogelin. 2nd ed., New York: Harcourt, Brace, Jovanovich. 421 pages. $13.95.

In his essay in the 1982 issue of *The Review and Proceedings of the CCHA,* Profesor Charles Moran reviews a number of composition texts dealing with the processes of writing, texts which, in fine examples of teaching, may engender as their fortunate result a subtle lesson on writing and writers: a subtle lesson, that is, in the sense that today thoughtful teachers of composition do not usually subscribe to the notion that knowing one's way around the language can be wholly formulated within a set of rules or procedures. If there are to be recommendations to the student, these authors appear persuaded, they had best be given in the form of implicit regulative maxims. In his well-argued review, Moran generally agrees with his authors. Accepting advice about *some* processes leading to effective writing skills is definitely preferable to consigning instances of successful expression to either the dark mysteries of the Delphic muse or to the Freudian unconscious. That writing which is creatively inspired may not be amenable to rule-governed explanation is, in my view, no particularly good reason for giving the (would-be) artist low marks, as Plato did in the case of the unfortunate rhapsode *Ion,* nor one for elevating what the artist does beyond the level of human understanding, which would seem to be one of Plato's conclusions in *The Symposium.* What Socrates claims cannot be understood (i.e., reflectively), he entrusts to Diotima's intuitive powers or to the muse. Neither a mysterium tremendum nor the Freudian underground, however, provide a very satisfactory explanation of the creative process. As Moran suggests, "better to give advice about process, . . . advice carefully considered and heavily qualified, than to leave the process forever in mystery" (p.62).

Those who work, write, and teach in the field of philosophy will appreciate the sensitive approaches taken in these texts by our colleagues in literature and

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so ably summarized in Charles Moran's review. Renewed interest in a not unrelated field of logic and critical reasoning, as represented by the philosophy texts to be reviewed this time, may even yet initiate the most enduring sign of the humanities' well-being, i.e., an interdisciplinary dialogue in the fields of philosophy, literature, and history, too, where the teaching of analytical reading, creative and critical thought, and logical expression are basic to the curriculum. Courses in logic and critical reasoning are now attracting both large numbers and serious interest. Administrators are reassured by signs of a healthy enrollment of students from the humanistic disciplines and from the business fields as well. One explanation for this interest is, of course, a change in university and state college requirements (at least in some areas) to encourage the teaching of such courses. Practically speaking, effective communicators generally do well in the job-market. (Indeed, some of them even become President!) The image of unreasonable success notwithstanding, most educators agree that it would be nice if everyone understood everyone else and if the impulse to provide curriculum for such training were more than the wistful protest of some musty old linguist, or worse yet, a philosopher.

Aside from these practical considerations, philosophy departments basking in the warmth of their renewed general appeal might well now move to justify this interest in terms of the important work done in recent linguistic philosophy. After all, Wittgenstein spent much of his remarkable career trying to suggest some possible ways out of our post-Babel confusion. His was a career entirely spent in looking for a remedy for linguistic maladies, which he believed had contributed to the political and social unrest of his own time. If the doctrines of Western Europe were politically diseased, in Thomas Mann's unforgettable metaphor in *The Magic Mountain*, they were so because of linguistic confusion as well. Language, in the later Wittgenstein, is not merely a way of articulating ideas in accordance with certain accepted rules, but is rather itself a "form of life," even where that form is social illness. And to believe that language is a form of life is to take a very subtle position on the intricate cultural patterns of "family resemblances" which shape linguistic conventions. Wittgenstein and followers like the philosopher John Austin do not subscribe to the view that language easily reduces to elemental units and prescribed sets of rules or skills. Robert Fogelin points out this return to "ordinary language" in the initial chapters of his *Understanding Arguments: An Introduction to Informal Logic*, which does precisely what many other texts fail to do; i.e., it places informal logic in the context of recent theory of the ordinary language movement.

Ordinary language was and *is* a genuinely interesting interdisciplinary topic. As *both* linguists and humanists, philosophers would do well to address some of these issues in an interdisciplinary dialogue. Writing, speaking, thinking — the forms of articulation and the "form of life," in Wittgenstein's famous remark —take place within but also *create* an intricate cultural "web" of relations. (The last is Fogelin's metaphor.) If we take thinking and writing *well* as a necesssary

condition for a fulfilling life in the Socratic sense, and not merely for purposes of economic gain (though a case can be made), then justifying close association and dialogue between those teaching writing, rhetoric, or philosophical logic readily follows. Although the methods of such teachers may differ somewhat, that area of philosophy which guides clear thinking and articulation is the natural complement of composition courses and of certain courses in departments of history.

To give but one example illustrating these affinities, professional readers of the talented Flannery O'Connor's early stories said of them that they were *written*. By this they meant, we must assume, that while these stories were certainly creative — sometimes horrifyingly so, they were also deliberately crafted as to the logic of the fictional domain in which they were told. And their telling was well and skillfully done, eliciting admiration from early evaluators for tales with an unobtrusive structure, but a structure nonetheless. Creators of *both* fictional and more decidedly expository pieces are distinguished by a certain ease with the language, whether confined to its imaginative or didactic uses. Critics also admire authors for their argument, for the work's content, but also its "power" to persuade us of a new way of seeing our experiences. For the literary artist who spins the imagination's threads, it is often a matter of enchantment, as in the case of the finest story-tellers of every age: Dostoevsky, Faulkner, Flannery O'Connor, Walker Percy, John Gardner, etc. For the expository writer, sound reasoning, controlled argument, and evocative paradigm will perhaps best make his case.

Drawing a distinction between "types" of writing is a matter for extreme caution, and it is best done to stimulate dialogue — and not its contrary. Once drawn, the distinction is by no means irrevocable. An intelligent reader will customarily find that no list of predicates is necessarily true of any writing. Indeed, in literature and philosophy recent criticism has tended to question distinctions between the *subjective* and the *objective*. Recognizing that the two realms of expression are not all that mutually exclusive, even undermining the feasibility of making such distinctions, critics instead examine certain structural techniques arising from the interplay of textual elements. On this view, there are no foundational principles (which is what we usually have in mind when we talk of the "objective") on which more "subjective" considerations depend. Hence, critical techniques can be devised to do justice to both "kinds" of writing, literary or philosophical. For in both what we admire is how well the author expresses himself; whether the form taken by his expression is indirect, and by way of tale, character, metaphor, and the like, or is more directly expressed through arguments judged sound in accepted systems of logic. What we admire is the *clarity* of the author's thought. We ask whether he brings to our attention the full range of possibilities so that we may better bring into focus our own thinking on a given topic, whether in literature, philosophy, or history.

As for language *theory*, interdisciplinary linguistic interests are supported by the pragmatists and post-Wittgensteinians who deny that privileged or foundational rules determine linguistic conventions. On one view — the ordinary language view or *non*-formal view of language — there is no ultimate basis for determining the meaning of a word. Language and its uses are never wholly amenable to *formal* rules and techniques. Its effective use depends upon a subtle grasp of customs, practices, implicit processes. The issue, it should be added, however, divides the philosophical community. Many logicians would not be comfortable with the ordinary language view. They believe that language is properly understood in virtue of its forms, i.e, certain key words and *invariable* patterns which these words fulfill by their placement within the argument form. Arguments are judged valid in virtue of their formal structure. Many would also argue that the ordinary language approach described, the informal processes and practices, makes sense only because it relies on a formal system as its basis. Thus, many informal logic texts include at least *some* of the rudiments of the formal systems.

There was a time when teaching critical skills or processes was merely the stepchild of formal logic courses — a grin-and-bear-it assignment in which the instructor struggled through an unorganized array of newspaper clippings, trying somehow to apply the traditional rules of logical argument. This "era" was followed by a proliferation of forgettable texts, which organized the clippings under chapter headings and which went out of date nearly as fast as they went out of print. None of this "era" seemed to have much to do with philosophy or logic *per se*, nor to take account of the developments in language theory in recent years. Currently, however, there are many appropriate, well-organized texts available on informal logic. Most are rich in example so as to be appreciative of obstacles faced by a general reader. The best of them try to present their audience with some of the philosophical issues involved and show how important it is to apply logic to the tangles of the natural language.

The three texts I recommend here are admirable for their quality of writing, general philosophical scope and content, and use of imaginative exercises and stratagems. Each of the texts makes a distinct contribution to the literature of this field: the Fogelin text, the primary focus of this review, offers the reader an exceptional short introduction to the philosophy of language as a context for the problems of informal logic; *Critical Reasoning* by Jerry Cederblom and David W. Paulsen contains one of the most thoroughly prepared sets of exercises and problems available; and Ronald N. Giere's *Understanding Scientific Reasoning* combines a review of logical issues with their application to scientific issues, e.g., theories and theory testing, hypotheses, and decision strategy. Giere's book provides the material for that second course, on scientific reasoning, which could be taken after introductory informal work.

A number of composition texts reviewed by Moran in the 1982 issue emphasize that learning to write is a complex process not wholly amenable to formal rules. Philosophically, this is precisely a focus of post-Wittgensteinian thought, which emphasizes that learning a language takes place within a complex interrelationship of conventions and practices. On this view, one of the best texts available is Robert J. Fogelin's *Understanding Arguments*, now in its second printing. He accomplishes what most informal texts omit; namely, he places informal logic courses in the context of recent language theory. Fogelin's initial chapters are difficult but provide an important link to some linguistic problems with which philosophers since Wittgenstein have been preoccupied. Fogelin's first chapter, appropriately titled the "Web of Language," begins by setting the uses of language within certain shared norms or conventions, the intricate and sometimes overlapping aspects of which Wittgenstein compared to indefinite boundaries which govern games, or again to patterns which suggest resemblances amongst members of a family. The members share no one characteristic in common which determines their belonging to the classification. What emerges instead is an interrelated network of similarities and differences, an intricate web not fully available to reflection. In the *Investigations*, Wittgenstein advises that one must *look* and *see* how the convention actually arises in language use. In this later work he is skeptical of constructing formal explanations. There is no set form or rule for determining which characteristics consititute a linguistic convention.

In the *Philosophical Investigations*, Wittgenstein gives an interesting justification for teaching in the informal division of the logical field:

> Here we come up against the great question that lies behind all these considerations. — For someone might object against me: "You take the easy way out! You talk about all sorts of language-games, but have nowhere said what the essence of a language-game, and hence of language, is: what is common to all these activities and what makes them into language or parts of language. So you let yourself off the very part of the investigation that once gave you yourself most headache, the part about the *general form of propositions* and of language."
>
> And this is true. — Instead of producing something common to all that we call language, I am saying that these phenomena have no one thing in common which makes us use the same word for all, — but that they are *related* to one another in many different ways. And it is because of this relationship, or these relationships, that we call them all "language." *(Philosophical Investigations*, p.65)

Working from within this tradition, Fogelin develops a number of Austin's important contributions, including speech acts, and illustrates with performatives and explicit performatives. These early chapters also introduce the reader to the work of H. Paul Grice, whose view of pragmatic conventions

Fogelin explains in a way accessible to the introductory student. Both Austin's "Performative Utterances" and Grice's "Logic and Conversation" are reprinted for the student in the appendix.

As an experienced teacher of logic, language, and epistemology, Fogelin offers the student concise explanations of basic fallacies in the areas of relevance and clarity, and of distinctions pertaining to truth, soundness, and validity. He illustrates difficult theory well, easily calling on diverse examples, with much-needed wit, and pertinent information from related fields in the humanities, such as poetry. The whole approach is as careful a synthesis between the technical and the practical as is currently available. Technical information is brought immediately to practical use in, for example, an analysis of a speech taken from the *Congressional Record*. Excerpts from other timely articles appear as well. In my view, seeing how fallacies actually occur and do miserable damage to an extended piece of prose creates a far more valuable exercise for students than the usual, all-too-obvious sentences arguing shrilly for an *ad hominem* or an *ad populum*. His approach nicely circumvents the proliferation of lists of informal fallacies, which occasionally would seem to comprise the *whole*, and not merely a part, of community college courses in informal logic. The first part of the book continues by providing an introduction to uses of argument for purposes other than justification — e.g., refutation and explanation — and good general advice on how to reconstruct arguments from ordinary uses of language so as to reveal their precise structure, or expose the lack of it.

Some informal texts, currently in use at an introductory level of instruction, are deficient — even negligent — in their omission of a sustained discussion of the concept of validity, in its formal sense. For this reason Vincent Barry's ever-so-many practical stratagems in *Practical Logic* fail to have any focal point whatsoever. The Fogelin text, however, develops the concept of validity in considerable detail, using propositional logic as the context. Chapter nine in his *Understanding Arguments* introduces the beginner to the sentential or propositional calculus and to truth-functional connectives such as the operators for conjunctions, disjunctions, and conditionals. Fogelin explains the sentence-forming operators gradually and accomplishes a smooth and nearly painless transition to symbolic notation. And the whole of this serious business has, for the novice, the virtue of being organized around a general discussion of the focal concept of validity. Through this manageable introduction, the student begins to understand the significance of the relation between the natural language and formal systems, their rules and notations. Some aspects of traditional logical systems are introduced subsequently: Aristotle's categorical syllogisms, existential import, square of opposition, Venn diagrams. Both the order and emphasis here are noteworthy, as informal logic courses in some community colleges concentrate exclusively on Aristotelian logic, leaving out the sentential calculus altogether. I believe Fogelin's approach makes for the better course.

Fogelin knows exactly how to introduce a topic of the difficulty found in the propositional calculus. Given the care he takes in avoiding issues there which might prove too much for the beginner, it would have been interesting had he attempted something on the predicate calculus, to bring together both approaches to the sentence, traditional (or Aristotelian) and propositional. Few informal texts include the predicate calculus, however, because of its difficulty.

The remaining chapters of Fogelin's text contain an interesting collection of essays and speeches on a series of wide-ranging topics: nuclear energy; language as an index of social roles expected of women; excerpts from court transcripts of numerous legal decisions; the moral implications of the abortion issue; and a number of arguments taken from the history of science (Archimedes, Galileo) which show students how important it is for the scientist to *argue* for his findings. Students weaned on empiricism will discover there is a lot more to it than *collecting* the findings. Regrettably, too, some community college students enter our courses with their "suitcases" crammed to bursting with the refuse of popular lore; fans of Leonard Nimoy perhaps, or the latest in astrological forecast, Jeane Dixon predictions, UFO sightings down by the gym, and the like. Thus, Fogelin does not pass up the chance to have a little fun with the language and some of its more "colorful" authors. In a chapter entitled "Flim-Flam," he has a few recommendations for battle-fatigued instructors and for their students who suffer from E.T. syndrome. Fogelin concludes with several classic philosophical essays on the issue of computers and artificial intelligence. (A. M. Turing and Keith Gunderson are represented here.) Even for the student nearly dead of boredom, interest in special effects in popular films like *Star Wars*, *Close Encounters*, and *E.T.* can be redirected to thinking more seriously about issues in artificial intelligence. A recent trial run of this chapter in my own class produced immensely enjoyable results. Students found Turing's contribution to the foundations of computer science intriguing, and their respect for logical systems increased when they saw its importance for computer theory. (Perhaps in just this *one* instance, philosophers might not wish to protest too much the reification of conceptual processes!)

Personally, I would have enjoyed seeing how Fogelin might go about applying argument forms to at least some of the essays in his concluding chapters. He provides some introduction to each general topic but does not work out argument patterns in direct relation to the essays. Fogelin may well believe that he has already done enough of this *by example* in an earlier chapter devoted to this kind of reconstruction. There he takes apart a sample essay limb by limb and gives an elegant lesson on the anatomy of argument. He may also prefer to leave something for the dialogue which individual instructors will create with their own students, and through which students will gradually develop their own skills. Even so, I do see including multiple essays without applying argument forms to them as a weakness of this otherwise excellent text, and a failing generally of more ambitious texts of this "genre." For instance, there is general

agreement that Robin Lakoff's essay on women and language is very well done. However, we require a hint from the editor as to why this is so, given his mastery of logical strategies.

Although the constraints of this review do not permit the thorough attention which I would otherwise give, I should like again to recommend two other texts. The first is *Critical Reasoning*, a recent publication by Jerry Cederblom and David W. Paulsen. Its scope is more narrowly circumscribed but no less successful for it. Their intent is to put logic into action by presenting the student with imaginative, well-developed exercises, which demonstrate specifically how to apply formal arguments to the natural language. Much explanation is devoted to identifying steps of the argument, reconstructing them formally, and showing the corollary between the formal move and the ordinary word(s), e.g., extensive lists of "ordinary" premise initiators or conclusion indicators. The authors attend carefully to applying these techniques to the writing difficulties of the students. Learning to use arguments and writing well are presented as *joint* objectives. Other more theoretical chapters deal with the authors' view of differences between arguments, explanations, and theories. The other text I recommend is also beyond the scope of this review, in that its focus suggests a second course in logic dealing with scientific reasoning —but how interesting a topic for *future* courses! Ronald N. Giere's *Understanding Scientific Reasoning* expertly demonstrates how critical skills can be applied to the puzzles of science. Students who are persuaded of the near infallibility of scientific data will benefit from his rigorous critique from the point of view of conceptual argument.

The primary text of this review, Fogelin's *Understanding Arguments*, is an exceptional work in informal logic and critical thinking, one which I admire for its quality of writing, clarity of organizing principles, and depth of both general and philosophical content, including a welcome emphasis on recent issues in the philosophy of language. Practically, Fogelin has given the instructor manageable material within a semester system, with content summaries at the opening of each chapter and topic summaries at their close. Finally, he brings the student (and the instructor) up-to-date on the philosophical and linguistic issues, without allowing any of the troops to get lost in the dark woods which can be the domain of these disciplines. The student will find as well that as a consequence of this work, he has an increasingly clear grasp of humanistic issues and their arguments, not as a journalist who necessarily seizes upon the most recent details of the "now," but as thinker and critic who assesses the meaning of an event by examining the quality of arguments presented about it.

Illusions of Minority Access: The More Things Change . . .

Janis Coombs Epps and Ralph J. Hils, Jr.

Minorities in American Higher Education: Recent Trends, Current Prospects, and Recommendations by Alexander W. Astin, *et al.* San Francisco: Jossey-Bass Publishers, 1982. 263 pp. $16.95.

The Dilemma of Access: Minorities in Two Year Colleges by Michael A. Olivas, et al. Washington, D.C.: Howard University Press, 1979. 259 pp. $8.95.

Early in the series of conversations which resulted in this collaborative review, we agreed we probably would not have read these two books had we not been asked to. Not that we consider ourselves indifferent to the issues their titles suggest. Our individual careers testify to quite the opposite stance. We do, however, share the familiar preoccupations of community college teachers everywhere: we have trouble finding time to stay abreast of developments in our disciplines; we can and do tell ourselves that our very choosing to teach in the community college represents a contribution to enhanced opportunity for minority students; our awareness often narrows to the exact scope of the challenges and improvisations a deteriorating economy increasingly thrusts upon us; and, finally, our humanistic predilections incline us more toward books whose pages are filled with print rather than with tables of empirical data and statistical analyses.

But having read these books, we readily admit we should have noticed them on our own, both because of what they accomplish and what they fail to do. The findings each presents provide needed empirical substance to the ongoing debate about the role of the community college in post-secondary education. More important, *The Dilemma of Access* and *Minorities in American Higher Education* call into question our tendency, as community college professionals, toward self-congratulation about the significant numbers of minority students our institutions enroll. Both Olivas and Astin place this reality squarely before us: although more black, brown, and red students are engaged in post-secondary study than ever before (in either gross numbers or percentages), these students are not obtaining degrees in numbers remotely resembling their

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respective proportions of the total population. It almost seems that these two researchers are setting us up for a "good news . . . . bad news" joke. Unfortunately, they leave us little to smile about.

Simply put, no matter what merit obtains in the various aspects of the twenty-year plus debate about the multiple and often ambiguous missions of the community college, in the aggregate it has failed and continues to fail minority students in its entry-transfer function. Olivas, concluding a lengthy analysis of the data pertinent to institutional and student characteristics, concludes his second chapter with these observations:

> Whether one views two-year institutions as tracking systems or as appropriate means of access, it is evident that public two-year colleges enroll the largest concentration of minority students. Further, whether one views college attrition as normal and healthy or as wastage, large numbers of minority students are withdrawing from college and not taking associate or baccalaureate degrees. The mal-distribution of minority students poses questions beyond mere access, including what access is accorded minority students, and what practices could improve the quality of education in the institutions now affording access. (pp. 48-49)

And Astin summarizes his exploration of the community college role in higher education in even more strenuous language:

> Because they are geographically accessible, relatively inexpensive, and flexible in admissions policies and scheduling, community colleges have opened postsecondary access to many people who otherwise might not have gone beyond high school. Community colleges have succeeded in providing vocational training and adult education for many Americans . . . . Community colleges have been less successful, however, in performing their transfer function. Our data indicate that whereas three in four community college freshman intend to get the baccalaureate, only one in four actually does so. What makes the attrition problem especially severe is the heavy concentration of minority students in community colleges, particularly in states like California and Texas that have a hierarchical, three-tier system of public higher education. Because many minority students do not meet the admissions requirements of four-year institutions, they are forced to enroll in community colleges. For some of these students, the community college's open door leads to a dead end. (p. 192)

An already bleak statistical landscape becomes even more forbidding when one considers Olivas' finding that minority students, already severely mal-distributed throughout the postsecondary spectrum in its entirety, are equally mal-distributed within the two-year institutions as well. "Seven percent of the two-year institutions enroll 42% of the minority two-year students. This minority

concentration in a small number of urban institutions gives the illusion of access" (p. 28).

Conclusions so starkly questioning some of our most cherished images prompted us to scrutinize each book for accuracy in presentation and then to discuss other issues they raise but do not always explore fully. These two general areas, then, occupy the remainder of this critique.

* * *

Both *Dilemma* and *Minorities*, though published three years apart and differing in scope (the former focusing on community colleges alone, the latter looking at all of postsecondary education), have enough in common to permit simultaneous examination of their features. For example, both authors are executives in university-based research institutions — Olivas at Howard's Institute for the Study of Educational Policy and Astin at UCLA's Higher Education Research Institute (HERI); each has published related research — extensively, in Astin's case. Both studies were sponsored by Ford Foundation funding and were overseen by different, highly-credentialed national advisory boards. Each study states its descriptive and analytical goals precisely although Astin supplies fuller explanations of the value premises and genesis of his effort than Olivas does. Both books follow the standard format for such presentations: an introductory chapter establishing limits, data sources, and methods; several chapters of data presentation and interpretation; a final chapter which combines conclusions and recommendations; and the usual appendices and other apparatus. (Olivas' bibliography is twice that of Astin's, with a predictably higher number of community college-interest entries.) Both men, within their respective purposes, review institutional and student characteristics, funding, admissions policies, and other predictably pertinent subjects. Only Olivas, however, looks closely at faculty, administrators, and trustees in a lengthy chapter demolishing the commonly-held assumption that these bodies are more racially and ethnically representative of their constituencies in community colleges than in baccalaureate and graduate institutions.

To continue the comparison, each writer makes use of many of the same data sources although Olivas relies solely on existing studies while Astin supplements already published findings with new research specially conducted by HERI for this report. Both men weigh the validity and reliability of various data sources carefully and explicitly; in their interpretations both are scrupulously attentive to those data which are incomplete, or of doubtful usefulness, or otherwise misleading. In this regard, too, both criticize institutions, government agencies, and study groups for their failures in compiling needed data about minority participation in higher education. Astin, for example, finds it necessary to qualify virtually every conclusion he reaches about Native Americans because of the paucity and inconsistency of available information. It is difficult to imagine how anyone could fault these studies for serious flaws in design or handling of sources.

In the area of conclusions and recommendations, this pattern of similarities holds insofar as both men argue that while some forms of meaningful change will be terribly costly, a great many needed alterations can be made by any existing institution or system of institutions with the will to do so. And both are comprehensive in their recommendations, addressing the entire educational establishment, from high schools through state departments to federal bureaus and the Congress. Olivas, however, offers eighteen recommendations which are so sweepingly general as to appear obvious and, to the extent that they ignore the arsonists running the fire department, unbelievably timid. Astin offers three times the number of recommendations Olivas does, recommendations which are pointedly specific and for the most part less accommodating of the arsonists. (Community college teachers and administrators will find Astin's "college within a college" suggestion for fostering transfers particularly intriguing.)

On the whole, then, we found these two books substantial in their data, notably clear in their prose, and straightforward in both methods and interpretation. Rationally, we were satisfied. Yet each of us intuited something left unsaid. We found our clue to that missing something in Astin's chapters seven and eight, "Equal Access and Equal Opportunity" and "Standardized Testing and the Meritocracy," where he deals with what he identified as "the controversial issues." Many readers of this journal will perhaps be annoyed, as we were, by Astin's hierarchical imagery and language ("lowest-tier colleges," "preferred colleges," etc.). Others may find fault with Astin for not giving sufficient attention to the non-transfer functions of community colleges, but none of us can excuse ourselves from seriously considering the "controversial issues" he explores. The controversial issues in these two chapters in *Minorities*, standardized testing and meritocracy (as well as the over-educated American phenomenon he analyzes in chapter one), are the germane issues affecting equal access and equal opportunity for minorities in higher education. Astin carefully defines equal access as much more than the student's ability to enroll in some postsecondary institution. He points out that institutions are not equal in their resources and their offerings; therefore, equal access depends "as much on the kind of institution attended as on attendance itself." He goes further to say, "with the proliferation of public community colleges and the substantial financial aid now available to needy students, the real issue of access is not who goes to college, but who goes to which college" (p. 130). His findings indicate that "students from all minority groups shown tend to be concentrated in two-year public colleges" (p. 132).

On the surface it might appear that a college is a college is a college. And be they two-year or four-year, public or private, the minority student has gained access to the institutions which offer the final screening for who will or will not become the most successful working members of the society. Unfortunately, this surface analysis is in no way true. Jerome Karabel of Harvard University has observed that: "the community college movement, seemingly a promising

extension of equal educational opportunity, in reality marks the extension of a class-based tracking system into higher education and the continuation of a long historical process of educational escalation without real change (*Harvard Educational Review*, Nov. 1972, p. 540). Astin asserts that there could be real change in the "tracking system" if senior colleges were to implement a "value-added" dimension. "If an institution exists to educate students, its mission is to produce certain desirable changes in the students' life. This 'value-added' approach to the goals of higher education suggests that admissions procedures should be designed to select students who are likely to be influenced by the educational process, regardless of their entering performance level" (p. 148). He suggests that the "value-added" model be implemented by revising testing and grading procedures to measure student growth and change rather than using current practices which emphasize the screening and certification of students. This "value-added" approach might indeed increase access for minorities, but it seems somewhat contradictory since once students have been admitted — unless there are fundamental changes in grading procedures, teacher methodology, and time limits on the rates at which differing students learn, the open door might once again revolve minority students out.

Minority people often see education as the panacea for poverty. Since everyone is entitled to a primary and secondary education, it is the college degree which has come to mean "a way out." For many minority individuals the community college degree may represent seeming upward mobility, when in fact the community college itself may have become a dumping ground for America's undesirables (its minority population). Some would argue that the community college developed because the system of higher education was forced to respond to pressure for access which came from the aspirations of people who bought the idea of the American dream — that with hard work any individual could become successful.

Unfortunately, the American dream is just that. It is a dream. Astin refers to it as meritocracy, which he defines as "the greatest rewards going to those who perform best." Americans believe this. Minorities especially believe this. The dream of upward mobility through education is often so strong in the minds of minority individuals that most fail to see its illusory nature. Astin remarks that it is "not entirely clear how and why American higher education came to embrace meritocratic values so uncritically" (p. 155). In the face of the convincing data he presents, it is extremely clear how and why American higher education embraced these values. In many ways, higher education is the major gatekeeper for entry into positions of power in the nation — therefore the gatekeeper of the status quo. What Astin fears doing is taking his data to its natural conclusion: an indictment of the American system as continually racist and classist. Carl Rowan, in critiquing the Carnegie Council report "Small Futures: Children, Inequality and the Limits of Liberal Reform," states that:

> America's self-styled "Horatio Algers" not only are stroking their own egos, but they are perpetuating a cruel hoax upon this society. The Carnegie Council report puts it rather bluntly: "There is great inequality in this country." With that inequality goes tremendous advantages for the people who have more, tremendous penalties for those who have less . . . . The Carnegie report, authored by Richard de Lone, asserts that if you want to predict the future of a child in this country, look at its socio-economic class, its race and its sex. It says that a child born into a poor family, a minority family, a family in which the parents have little education — or a female child — starts out with distinct disadvantages. . . . de Lone suggests that we delude ourselves, because the inequities of income, job opportunity and power hardly change, generation after generation. He found that only one male in five exceeds his father's social status through individual effort and achievement. . . . de Lone says we're never going to change this indirectly through our children, that inequality of opportunity is changed only by producing directly a greater equality of social condition. ("America's Great Phony," *Atlanta Journal & Constitution:* September 16, 1979, p. 3D)

Randall Collins reaffirms Rowan's and de Lone's belief in a review of *Schooling in Capitalist America*. He says, "the roots of inequality are not in the educational system at all but in the capitalist economy. What education does accomplish for the economic system is to reproduce the structure of authority relations in the workplace from one generation to the next" *(Harvard Educational Review*, Nov. 1972, p. 246). One senses that Astin tacitly accepts these precepts as the foundation upon which he builds his case about the conditions of minorities in higher education, but he falters in straightfowardly calling a spade, a spade.

The most disappointing feature of Astin's extremely well-written treatise lies in his inability to give hardhitting labels to hardhitting realities. He has collected all the data he needs to support his contentions and has analyzed them within the context of the problems faced by minorities in the larger society. But he shies away from words and phrases which most vividly portray that reality. Throughout his text he offers words like "racial discrimination" as the major cause of the existing societal inequities. In chapter one, he says "Despite the nation's effort to remedy its record of racial discrimination . . . ." What he is talking about is racism. Unless racism in America is clearly understood, his analysis will have very little impact upon policy makers. "Racial discrimination" is a much milder euphemism for America's ugliest reality. "Racial discrimination" simply suggests preferential treatment, the action component of prejudice. A prejudice is a learned, rigid, negative attitude which is resistant to change, even in the face of evidence to the contrary. Prejudice is made up of three components. The cognitive component is the belief component generally made up of stereotypes. The affective component is the feelings and emotions

attached to the beliefs. That is the portion which makes the prejudice resistant. The third level is the action level whereby the person responds in a negative manner. It can be seen then that racial discrimination is simply one aspect of a much more complex phenomenon: racism.

Racism may be defined as prejudice plus power. The significance of naming and labeling realities becomes essential for an accurate analysis of the problems minorities have in higher education. Racism is not merely racial discrimination. Power has been defined as the ability to have others accept your definitions as their own. For example, the standard for a beautiful woman in America is based on the ideal of the blue-eyed blond with chiseled features and a thin, wiry body type. So ingrained has this ideal of beauty become in our society that differences are considered as deficiencies. In accepting that definition of beauty as the standard, the minority accepts other people's standards as their own. Not only may the person have internalized this idea of beauty, but she is also evaluated and judged by others who have accepted that definition.

Power and its opposite, powerlessness, become key concepts for a correct analysis. The process whereby the prejudice and the power become an inherent part of the system is known as institutional racism. The prejudice or discrimination may no longer be visible. In fact, it may be so interwoven with the fabric of the institution that you don't see it operating. But that is not to say that it is not there in a more deadly, insidious, covert form. Indeed, it becomes the norm. Astin, by limiting his vocabulary only to terms like "racial discrimination," suggests the power component, but he is never explicit about it. The crux of the problem of minorities in the society rests in the power relationships between minorities (powerless) and whites (powerful). Merely suggesting and not being explicit reduces the intensity of the meaning of the body of data he has collected.

Olivas, on the other hand, is derelict in not placing his numerous charts in any kind of historical or political context. At the end of his chapter on "Teaching Faculty, Trustees and Administrators," Olivas concludes that "confronted with the available data on faculty, trustees, and administrators, one is forced to concede Moore's indictment: 'The two-year college system in the United States is a system of *whites*, is controlled and operated by *whites, and reserves its major rewards for whites*' " (p. 109, emphases in the original). Why are these conclusions accurate? He answers only by counting heads and not by analyzing how the community college is affected by the values in the larger society.

Accepting the fact that America continues to be an institutionally racist society means that people will, at best, have an "equal opportunity to obtain an education that will fit them into their appropriate position in the class structure. More often than not, those of lower origins will, under the new definition of equality of educational opportunity, find themselves in schools or curricula which train them for positions roughly commensurate with their social origins" (Karabel, *Harvard Educational Review*, Nov. 1972, p. 551).

In both Olivas' and Astin's discussion of hierarchy, the public and private four-year institutions are seen as elitist. The public institutions in each state also have a clear hierarchical structure, with the four-year university being the most prestigious and the community colleges falling at the bottom of the scale. It is not surprising to discover that the largest state four-year universities accept only the students with the best academic preparation from fairly well-educated families and an extremely small number of minority students. The community colleges, on the other hand, have a disproportionate number of minority, poor, and underprepared students. Did these students just magically go to the institution which most nearly fit their social, economic, and academic background? Of course not. Institutional racism continues to perpetuate itself through the selective-admissions process. Therefore, those students who have achieved, using the measure of mainstream American values as the norm (for example, standardized testing), will be ushered into institutions which will prepare them for powerful positions in the society. Those students who have not achieved according to the American mainstream, those who speak a different brand of American English or who have not quite embraced all of the cultural norms of the society, are denied access to the major state universities and are accepted only in the community colleges.

It is no wonder, then, that the story of minorities in American colleges and universities continues to be a tale deeply rooted in American racism. It continues to be the story of the relationship of White Americans to Black Americans. Of White Americans to Brown Americans. Of White Americans to Red Americans. Although it is no longer the story of a Bull Connor barricading the entrance of the University of Mississippi to deny access to one lone Black or of George Wallace fiercely proclaiming that the University of Alabama remain forever "lily white," it continues to be, subtly and covertly, the gatekeeper of the status quo where minorities are severely underrepresented, particularly in fields that prepare them for positions of power and leadership in American society.

REPORTS

Integrating the Humanities and Business Education in Community Colleges*

The challenge before community colleges today is to unify in an appropriate way the liberal arts and the practical arts. This integration must occur if community colleges are to maintain their status as institutions of higher education.

DONALD D. SCHMELTEKOPF, *Chairman*
Community College Humanities Association

I

Comprehensive community colleges across the country are facing a perplexing problem as they prepare for the current and future decades: how to respond to a growing demand for career-occupational education while maintaining a tradition of liberal education for a student population that is increasingly unprepared for either. Fearful that the curriculum may become devoted entirely to the three C's — compensatory, career, and community education — faculty and administrators are seeking ways to preserve a balance between the traditional curricular components of the community college, the liberal arts and the practical arts.

For many years university-parallel programs in the arts and sciences dominated the curriculum. As late as 1965 only 13 percent of the nation's full-time two-year college students were enrolled in career-occupational programs. Since 1965 a number of social, economic, and demographic changes have dramatically altered this proportion. By 1978 the number enrolled in technical and occupational programs had grown to 52 percent. Today more than 60 percent of all community college students are enrolled in occupational programs of one kind or another and the percentage may even increase in the foreseeable future.

When occupational-program enrollments were low there was little concern for bringing about a synthesis of liberal and practical education. The traditional disciplines in the arts and sciences tended to be separated from preparation for the world of work and *vice versa*. This separation, it may be argued, was benign 15 years ago and before. But given the curriculum shifts noted above, separation

*Prepared by participants in the CCHA/NEH Summer Institute, 1981.

is clearly no longer a benign phenomenon. Career-occupational programs that concentrate on entry-level job skills promote a form of learning that has little connection with the intellectual and personal development of students. Further, a general education that does not address directly the activities of production and consumption promotes a form of learning that is obviously incomplete. If community colleges are to fulfill their functions as institutions of higher education, they must attend to educating students in those particular subject areas that help students connect the workplace and total human experience.

By their nature community colleges occupy that zone where the practical and the theoretical domains meet. Here, if anywhere, the division between work and life as a whole is seen to be artificial. Nearly three-quarters of the community college students are employed while they pursue their college studies and the majority reside at home rather than in dormitories. These students cannot remove themselves from daily life to obtain dispassionate distance for reflective contemplation. This obviously has curricular ramifications since the insights of liberal learning are daily checked against the realities of practical life. Liberal education must therefore address the need students have to embellish and expand their lives with a cultural dimension that can provide meaning and satisfaction which no work alone can provide. It must, nevertheless, do so to a great extent in the context of the contemporary world of work.

In addition, the liberal arts concentrate on abilities and ways of thinking that are indispensible for advancement in one's career. The ability to communicate well, to reason effectively, to appreciate alternative points of view, and to apply sound value judgments enhance a person's potential both personally and professionally. These are abilities that the liberal arts, and in particular the humanities, should seek to develop in direct ways. Indeed, the enhancement of such skills should be the goal of every discipline.

We must not, however, commit the error of thinking that a liberal arts education alone is sufficient for a full, productive life. The lack of preparedness of many liberal arts graduates for the work world should convince us that the traditional curriculum too closely resembles form without content when viewed from a contemporary perspective. The transfer of liberal arts skills to practical matters often does not seem to take place, and liberal arts graduates are notoriously unprepared in the areas of career awareness, job-seeking skills, practical abilities, and applied economics.

The deficiency of the practical dimension in much liberal learning and the narrowness of training in many occupational programs have brought the dialectic of liberal and occupational education to a crisis point. Their academic resolution must break new curricular and institutional ground. How community colleges achieve this synthesis may well become the defining characteristic of these institutions in the future — just as their dual curricula have distinguished them in the past.

There is no reason to believe that the fusion of liberal and occupational education need be constrained by the models of the past. Student populations are changing, as are social and human needs, and the heretofore unquestioned characteristics of community colleges — open admissions, transfer programs, occupational preparation, compensatory education — may all have to be significantly modified in achieving the desired synthesis. One point must be emphasized: the integration of liberal and occupational education cannot be solely a curricular goal. It must embody curricular restructuring to be sure, but it must also be represented in the attitudes of the faculty and administrators, and it must ultimately be reflected in how community colleges understand and advocate their missions.

II

Given these various considerations, the question is, how do we begin the synthesis? This was the issue addressed by the Community College Humanities Association in sponsoring the NEH-funded summer institute on "Integrating the Humanities and Business Education in Community Colleges." The institute, hosted by Mohawk Valley Community College, brought together teams of business and humanities faculty from 22 community colleges across the country for a one-month study of the issues connected with the integration of business education and the humanities.

Each participating team was selected on the basis of a proposed project for achieving the desired integration at its home institution. At the institute they were asked to develop a rationale for this integration which could be used to justify the project to a variety of audiences at their colleges, i.e., students, faculty, advisory boards, and administrators. The following report and summaries of representative projects give some idea of the ways in which participants have attempted to implement this integration.

A Course in Literature and Business

Frances P. Osborn

Business and humanities are fields that have rarely appreciated each other. Humanities people see businessmen as narrow practitioners, tied to the bottom line, ignorant of man's spiritual nature. Business people, on the other hand, see humanists as amiable dreamers, starving in garrets, pleasant to talk to, but—would you want your child to grow up to be one? Actually, of course, none of us is only a businessman or only a humanist, but often our education prepares us as if our world is one-dimensional.

The humanities have traditionally given business a "bum rap." My field, literature, has portrayed the business world as shallow, grasping, and spiritually damning. The term *Babbitt*, from Sinclair Lewis' novel by that name, has come into dictionaries to mean a typical narrow-minded, self-satisfied, spiritually bankrupt businessman. Dante places all merchants in one of the lower circles of purgatory. Camels, we find, can get through the eyes of needles more easily than businessmen can get into heaven. One wonders, with business receiving such a bad press as this, why all our students want to study business!

It is rare for a character in literature to find fulfillment and pleasure in the conduct of business. And yet all of us to one degree or another are engaged in some aspect of business, and large numbers of people find it extremely exciting and fulfilling. One is reminded of Victorian days when one didn't dare acknowledge enjoying sex because popular opinion held that it was "bad" and morally depleting. Now those who find their pleasure in the conduct of business seem to be in a similar situation. Maybe it's time business people came out of the closet!

In fact, in literature it's not only a rare character who finds fulfillment in the business aspect of his life, but in a great deal of literature, no one works at all. Sometimes not working is held up as an ideal. Good examples are to be found in the works of Jane Austen and Henry James.

> *We were never in a single case, I think, for two generations guilty of a stroke of business.*[1]

This pride that Henry James takes in not ever "having" to work seems quaint to us, but much of literature exhibits a disdain of work. In this sense,

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literature denies an important aspect of human experience. The truth is, our work and the way money is acquired are important to us and an integral part of our practice of life, coloring our values and all our relationships. The way each of us earns our living defines us; a person and his work cannot be separated. It's part of what it is to be human.

At Monroe Community College, we've designed a course that brings together two important areas of our lives: literature and business. We call the course MONEY IN LITERATURE because money and the trading of money for goods and services is traditionally seen as a function of business.

Money is a powerful force in literature. Each person's relationship to money is significant. Money—its availability or scarcity—has great effects on our lives and decisions. Practically everything that happens to us bears a relationship to money. In a real sense, money defines character. Becky Sharp in *Vanity Fair* once remarked, "for 4,000 pounds a year I could have been an honest women." Or, as a critic wrote:

> *Money is important in fiction because it is at the source of the most important fiction of our lives.*[2]

Whether one has, or can get, money can mean life itself. In *King Rat,* by James Clavell, a story that takes place in a Japanese prison camp in World War II, certain people survived because money, or its equivalent, provided access to food and medicine at a critical time. This was important in a camp where 13 out of 14 people died.

In our course MONEY IN LITERATURE we consider each work of literature from two points of view: the traditional concerns of literature, such as character development, motivation, and writing style, and the concerns of business, such as—which economic principles are involved?

Works of literature are about people involved in the economic necessities of their lives. Literary works are not statements of theory, as in economic textbooks, but portray people doing things, or being prevented from doing things, because of money.

Both the English Department and the Business Department recognized the need for such a cooperative effort. Our Business Department is always interested in encouraging a broader liberal arts background for its students. Business, they point out, relies heavily on the humanities. Executives do not use only their technical knowledge; they are constantly involved with "people skills," presumably, liberal arts skills: understanding human nature, living with ambiguity, conceptualizing, making decisions, and, most importantly, understanding the consequences of decisions.

The English Department faculty, on the other hand, were aware that their students need to understand the structure and vocabulary of the world of business to function well as members of society. Humanities graduates are often

woefully naive about their country's complex, technologically-based, business economy. They are vague about what is meant by a "free enterprise system" or the profits of private industry. A recent poll revealed that college graduates estimated private sector profits to be 25-40 percent of sales revenues—an error of 500-1,000 per cent.[3]

The course is designed to be team-taught; therefore, two faculty, one from Business and one from English, are present at each class meeting. The joint staffing allows both points of view to be developed at the same time.

The course as presented in spring, 1982, was team-taught by Frances Osborn, Department of English, and Janet Glocker, Department of Business Administration, and featured six works of literature. Choices ranged from Thoreau to Clavell, from Shaw to Doctorow. To illustrate how the course operated, Shaw's *Major Barbara* might be a good example. The students read not only the play but handouts of economics readings. The characters and major events within the play were considered from several standpoints: literary function, human behavior and values, economic principles. A few of the topics considered were:

— Shaw's use of dramatic wit as social criticism.

— Can knowledge of the humanities be successful in business? Undershaft believes Barbara's fiance's understanding of the rational thought of the Greeks would enable him to be a superior businessman.

— Are service agencies compromised by corporate gifts? There were arguments for and against accepting Undershaft's and Bodger's "tainted" largesse. There were similar arguments advanced by the American Board of Commissioners of Foreign Mission, a Congregational body, when Rockefeller gave $100,000 in 1905.

— Is there merit in Andrew Undershaft's doctrine that his millions save more souls than Barbara's religion?

— What is the economic function of the class system in Britain?

— What is Barbara's contribution to society in the Army vs. Undershaft's enterprise?

— Does Peter Shirley, the superannuated worker, give us insight into the problems of today's unemployed?

In spring 1982, the course enrolled 24 students; in spring 1983, there were 29. Both departments consider the course to be a permanent offering. In fact we expect multiple sections, since the course serves as an elective either for business, literature, or humanities credit. Since faculty from both Business and English have expressed interest in teaching the course, the multiple sections allow increased opportunities for members to teach with persons from a very different field.

There have been ripple effects on the two departments. Business faculty have identified works of literature that illustrate business principles in exciting,

gripping ways, and have incorporated these works into economics, management, and international trade classes. Conversely, English faculty will never interpret their cherished writers, such as Thoreau or Shaw, in quite the same way. *Major Barbara*, for example, looks different to a person who has taught it with an economics professor.

The purpose of the course is to draw business education and the humanities together, to show the human meaning of economic behavior and the economic meanings of human behavior. Literature gives life to business principles because the characters and story have an immediacy that makes the theory come alive in ways that a traditional textbook cannot. Maybe we can now appreciate better what James Fenimore Cooper says of Hawkeye and Rivenoak in *The Deerslayer*, "for they have traded together, and trade opens the soul."[4]

Notes

[1]Quoted in *The Death and Letters of Alice James*, ed., Ruth Bernard Yeazell (University of California Press, 1981).

[2]David S. Gross, "Tales of Obscene Power: Money, Culture, and the Historical Fictions of E. L. Doctorow," *Money Talks; Language and Lucre in American Fiction*, ed. Roy R. Male (Norman: University of Oklamoma Press, 1980), p.77.

[3]Simon Ramo, "Universities in a Technological Society," *Wharton* (Winter '80-'82), p. 59.

[4]1841, Chapter XVII. Noted by Professor Thomas Ashton, Professor of Literature, University of Massachusetts, at the Summer Institute in Utica, New York, sponsored jointly by the National Endowment for the Humanities and the Community College Humanities Association, June-July, 1981.

Summary of Representative Projects

The following, in alphabetical order of colleges, are summaries of representative projects submitted. All projects are now in the process of being introduced in their home colleges. Most courses and other direct classroom aspects of the projects began in the 1982-1983 academic year.

Community College of Baltimore
Life Studies for the World of Work

This three-credit, team-taught, interdisciplinary course focuses on the concept of work, its definitions and significance as determined by historical, economic, and sociological factors. Specific topics of the course include the following: the concept of work in historical perspective; the meaning of work to the individual and how it affects one's outlook on time, leisure, freedom, goals, and attitudes; and the impact of patterns of work in Baltimore City and the Port of Baltimore on the socio-economic and cultural history of the Baltimore community.

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Dutchess Community College
Business in Modern Literature

In an effort to integrate two disciplines which traditionally are not viewed as sharing common ground, a course entitled "Business in Modern Literature" has been developed for inclusion in the elective course offerings of Dutchess Community College. As a 200-level English course it will focus on such topics as: the image of business in literature, the effects of business on the individual's self-concept, individual self-fulfillment and work, the business-society relationship, ethical judgments and business, the relationship of values to work and business, and business-technology and the future. These topics will be studied through selected readings in the various literary genres and through essays and articles from the business world. The course will be team-taught with two principal instructors, one from the college's English department and one from the business department.

Martha Afzal, *Instructor of English*
William Harwood, *Instructor of Business Administration*
Dutchess Community College, Poughkeepsie, NY 12601 (914) 471-4500

Fort Steilacoom Community College
Integrating the Humanities and Business Education

This is a project in three parts. The first aspect has to do with revising the general education component of the Associates in Arts and Sciences degree to reflect areas of learning important for understanding "work" and "career." The second part is the introduction of a new team-taught course, "Death and Taxes." This course will focus on the social, cultural, and emotional parallels between these two necessities of human life. The third part concerns projects designed to strengthen the communications skills of business students, including a writing-across-the-curriculum program and a scholarship program for business students based, in part, on competence in writing. These scholarships will be funded by a local foundation.

William Krieger, *Chairman, English Department*
Leslie L. Price, *Instructor, Accounting and Economics*
Fort Steilacoom Community College, Tacoma, WA 98498 (206) 964-6500

Greater Hartford Community College
The Administrative Responsibility for Integrating Business and the Humanities: A Project

This project focuses on efforts by the administration to bridge the gap between faculties of the business department and the humanities division. This cooperative work will result in: the humanities division's expansion of the Learning Assistance Center making it a drop-in or referral service for the business community; the development of new courses integrating humanities concepts into the business programs; and the creation of two new courses to be taught by members of the fine arts department —"Advertising Design" and "Solar Architecture." Such new courses in the area of business media/communications will be part of a new advertising option of the marketing program. The project includes regular meetings of the humanities division with administrators responsible for business programs, to be aware of their needs and assist with a humanities viewpoint in the development of curriculum in the business area.

Charles F. Thompson, *Director of the Humanities Division*
Greater Hartford Community College, Hartford, CT 06106 (203) 549-4200

Norwalk Community College
The Psychology of Work

The Norwalk team has developed a course entitled, "The Psychology of Work." It is an introductory, interdisciplinary study of the meaning, problems, motivation, organization, leadership, and satisfaction of work and the workplace. Attitudes toward women and minorities in the business world are also covered. The overall objective of the course is to prepare students to contribute to the solution of problems involved in working, problems both for them as individuals and those of our society. The content of the course will draw upon the literature and research of both business and the humanities.

Ervin Betts, *Professor of Psychology*
Milton Goldstein, *Professor of Business*
Norwalk Community College, Norwalk, CT 06854 (203) 853-2040

Tompkins-Cortland Community College
A Program for the Integration of Humanities and Business Curricula

Primarily focused on motivating faculty to develop and implement a broad-based integrated curricula, this project has three parts: a staff development program to generate interest, through discussions, in-house publications, college-hour seminars, and guest speakers, in integrated curricula; an advisory committee of local business persons to explore additional educational needs and the benefits of an integrated curriculum; and modules and courses integrating business and humanities. Modules have been created for two existing courses, "Approaches to Literature" and "Foundations of Business." "Foundations of Business" integrates the concept of ethical behavior throughout the course, relating ethical questions to each content area of the course. Literary works studied in "Approaches to Literature" will stimulate discussion about the relationship between business and art, the portrayal of business in literature, and the relationship between "business" ethics and "personal" ethics.

Fred Janke, *Associate Professor of Business and Public Service*
Patricia M. Yantz, *Instructor of English*
Tompkins-Cortland Community College, Dryden, NY 13053 (607) 844-8211

The Impact of a Humanities Project*

Can state-wide activities revitalize the humanities in two-year colleges? How do students perceive their skills, progress, and exposure to the liberal arts? What types of positive interventions in post-secondary humanities programs could be exported from one state system to another?

From 1979 to 1982, the Center for the Study of Community Colleges assisted the 27 community colleges of the State of Washington — working with college programs; surveying the curriculum, faculty, and students; and evaluating the various efforts taken to return the humanities to their pre-1970 status. This report discusses some of the findings and effects on the colleges of this three-year National Endowment for the Humanities-sponsored project.

What did the project accomplish? It is always difficult to assess a project's effects in a natural setting because it is impossible to determine what would have happened if it had never begun. Still, it is reasonable to assume that certain specific activities would not have occurred if a group of concerned people working under project auspices had not been involved. For example, certain information derived from the several surveys that were administered would not have been generated. Nor is it likely that some of the unique ideas promoted within the project would have been pursued; the development of advisory committees to the humanities at the local campus level offers a case in point. And further, it is unlikely that a group of practitioners would have formed a statewide humanities association if the project had not built inter-campus communication links.

Any intervention is bound to accomplish something. The purpose of evaluating changes that occurred is to trace the overall effects with the intent of providing further directions. Summarizing what was accomplished, speculating on what might have been accomplished, and attempting to link project management and activities to project outcomes all offer directions for future efforts.

General accomplishments may be readily traced. The Washington project publicized and thus gave life to the humanities as a curriculum area in a network of community colleges that was undergoing severe budgetary reductions, enrollment caps, and attendant personnel dislocations. Enrollments in

*Prepared by The Center for the Study of Community Colleges.

humanities courses nationwide had already been reduced because of changing patterns of internal support and student intentions. Had the project not begun its activities just as the Washington colleges were going into a time of fiscal decline, the humanities might have suffered a devastating blow. The visibility given to the humanities during the three years of the project, the support coming from the level of the state office, and the intercampus networks that developed among practitioners who were dedicated to the humanities certainly helped to maintain this area of study.

The project's effect on faculty morale cannot be overestimated. Instructors who might otherwise have felt that their efforts and the subject areas they were teaching were distinctly undervalued were given a real boost. By providing small grants, it encouraged them to undertake projects of their own, and it encouraged them to work together on issues beyond the scope of individual instructors. It also awarded recognition for what they were doing, providing them with the rewards that come from public acclaim for individual accomplishment.

The parochialism of individual campuses was mitigated as instructors spoke with their counterparts at other colleges th:)ugh newly developed communication links. Isolation of the individual instructors was broken down. The invisible college that has tied university professors across disciplines has never been well developed in community colleges. However, an invisible college comprised of humanities instructors was started in Washington and its effect was particularly marked among instructors on the isolated campuses.

As important as faculty morale is, the project also stimulated professionalism among the faculty as typified by their development of a number of papers and over 200 campus proposals. The Washington faculty prepared papers for delivery at such meetings as the Community College Humanities Association, Pacific-Western Division. A sizable group of faculty attended the CCHA meetings in San Francisco, and the process of information transfer with other states was well-developed.

Other activities occurred — moves were made to bridge the humanities with occupational education; interdisciplinary courses were developed; and the humanities were stimulated in community-services offerings. Of all these functions, however, the project best developed intercampus connections. Annual conferences drew people together by allowing administrators and instructors from all the campuses to interact within the context of the activities the project was attempting to foster. The Center for the Study of Community Colleges assisted this linkage, extending it beyond the state through its effort in tying the Washington Project with the national Community College Humanities Association, the League for the Humanities, and the network of ERIC users. But the main intercampus link came through the Washington Community College Humanities Association (WCCHA), whose constitution reflects the language of

the original project proposal. This organization has enlisted members from the majority of the Washington community colleges and from a sizable proportion of individual faculty, and it offers a form of intercollege communication that bodes to continue well.

Lay advisory boards to the humanities constitute another major activity operating in Washington state. Of the 27 Washington community colleges, seven have formulated subcommittees in order to foster "town and gown" communication. Committees for six other campuses are in the process of being constructed. By undertaking various projects, these committees have become effective support and advisory groups for the humanities.

Results of surveys administered during the project's tenure provided baseline data upon which the state could further develop its humanities programs. Personnel from all colleges participated in the curriculum and enrollment surveys as well as in the faculty and student surveys. One college developed a community survey, in an attempt to provide greater interaction with its surrounding community. As an example of the type of information that such surveys can gather, the student survey assessed the relationship between the types of courses students completed and their self-ratings of educational abilities as well as their estimate of educational progress, the reasons students fail to enroll in certain courses, and the types of activities in which students participate. The overall results of the survey indicated that a high percentage of Washington community college students participate in liberal arts courses.

What elements of this state-wide project could be exported to other states? What types of activities can either stimulate or inhibit a project's growth? The positive accomplishments of this state-wide project certainly suggest that it could and should be repeated elsewhere. However, much depends on the characteristics of the various states. Washington's community colleges are funded *in toto* through the state. The State Board and the State Director have a pattern of influence that differs from the influences coming from the state capital elsewhere. The State Director himself is known as a devotee of the humanities. In brief, conditions among the states are never quite the same.

It is possible, nonetheless, to speculate on how a project to revitalize the humanities in another state's community colleges might be organized. A project leader with strong credentials within the humanities and in the community colleges should be selected. The leader could be a faculty person, an administrator, or someone from the state office. The important point is that the leader recognizes that his or her role is to gain support for the project from as many people as can be involved on each campus. This type of activity requires an individual who can be publicist, advocate, and agent of communication all at once.

The project should have funds for both general surveys and evaluations and for individual campus projects. The process of re-granting can be undertaken as a necessary step in enlisting support. Small grants of $2,000 or $3,000 to an individual instructor go far in enhancing morale. They serve also to foster professionalism by breaking down the isolation of the individual classroom. The statewide surveys enhance communication among instructors and between campuses and are important for both publicity and communication. Community college instructors on their own typically tend not to remain conversant with developments on other campuses. A project can help them build these communication links.

Early on in a project the key campus people from all the colleges should meet together to discuss what each is planning. This both develops ideas and serves to weld the group. Because the leaders of a statewide organization can emerge from this group, these people must be selected with great care. The project leader should assist the presidents in selecting effective individuals for each position. Rewards should be built in for campus people working on behalf of the project. Obviously, one reward is inherent in the project; namely, the opportunity to develop one' s professionalism. But presidents could also award released time or some other tangible credit to people actively involved with the project. The presidents should review selections after the first year of the project and make replacements where appropriate.

It is also important that project managers link closely with administrative organizations throughout the state. Efforts should be made to include representatives of other state projects since they are potentially valuable partners in the broad task of revitalizing the humanities. Building a project through the faculty at the grass roots level is an ideal way to conduct an effort on behalf of the humanities, but linkages with existing administrative organizations and other groups should not be overlooked.

Perhaps a successful approach toward achieving campus-wide interest and involvement is through organizing an advisory committee whose members would include the deans of instruction and students; faculty from the humanities, social sciences, occupational and counseling areas; and a member of the board of trustees. This committee can foster communication about the support for the project among a diverse group of faculty and administrators, and it can also provide the stimulus for faculty to pursue a large number of project-sponsored or project-spin-off activities. If a similar project is funded somewhere else, the planners might want to consider supporting a strong campus committee as well as a lay advisory board.

Because surveys serve a useful purpose in publicizing a project, they might be considered in other state projects for this function as well as for the information they provide. The Center for the Study of Community College's Faculty Survey, for example, introduced the project to the college instructors,

determined what the faculty might have expected from it, and invited them to participate. The results showed that individual grants and funds to link the instructors with their counterparts in other institutions were high on the agenda. The Student Survey revealed the importance of course requirements as a stimulus to enrollment but also pointed up the fact that at least one-fourth of the enrollments were for the students' own personal interests. At those campuses where Center staff personally discussed the findings of the Student Survey, faculty and administrators were encouraged to examine the implications for their own educational programs and, in some cases, to make curricular changes based, in part, on the findings.

In general, the project was most successful in its development of a statewide organization and in its identification of concerned faculty members who were willing to devote their own time to the project and to build the organization. It had several specific results as well, including the development of local campus advisory committees. These outcomes may mean much for the support of the humanities in the long run. The effects of the project will be felt long after its termination, and many of its elements could be exported to other states.

PROCEEDINGS OF THE ANNUAL MEETINGS

Proceedings of the Central Division Meeting

Friday and Saturday, October 8-9, 1982
Des Plaines, Illinois

The third annual meeting of the Central Division of the Community College Humanities Association focused on the theme "The Humanities: Challenge and Change," and featured four plenary sessions and three sets of concurrent sessions.

The speaker at the first plenary session, Ira Shor of The College of Staten Island (NY), offered a historical look at the emergence of mass higher education in America, the dramatic rise in career education, and the corresponding decline in liberal arts education. According to Shor, the decline of the liberal arts can be traced, in part, to political efforts designed to respond to the political and social unrest of the 1960's. Shor stated that community colleges are intended to give the illusion of upward mobility when, in fact, they serve to depress the social and political aspirations of individuals. Shor urged faculty in community colleges to inspire their students not to "settle for less."

In the keynote address Constance Carroll, President of Indian Valley Colleges (CA), chastised humanists for remaining static and self-concerned and not responding vigorously to the trend toward vocationalism and practical education. Carroll argued that the scrutiny which humanists offer will be needed in the 1980's and that they must therefore play an aggressive role in addressing the challenges which society will face in the coming decade. Among the challenges she listed were the information explosion and the emphasis on statistics as the basis for decision-making, the technological explosion, the finiteness of our natural resources, spreading social conservatism, and overpopulation. Carroll recommended that humanists develop interdisciplinary and core courses which address these issues and reassert the importance of humanities requirements at community colleges. She also suggested that humanists develop a "Theme for the '80's" which will serve to focus the efforts of humanities scholars and educators.

The speaker at the third plenary session was David Breneman, senior fellow at the Brookings Institution and co-author (with Susan Nelson) of *Financing Community Colleges: An Economic Perspective*. Breneman stated that it will be increasingly difficult to finance comprehensive community colleges in the future and that a greater division of labor beween two-year and four-year colleges is needed.

Serving as reactors to Breneman were Karl J. Jacobs, President of Rock Valley College, and Myron Marty of the National Endowment for the Humanities. While admitting that he found Breneman's propositions, by and large, accurate, Jacobs questioned Breneman's conclusions concerning the "real" resources available to two- and four-year colleges, the confused transfer function of community colleges, and the

subsidy model he proposed for remedial education. Marty focused on Breneman's call for a greater division of labor between two- and four-year colleges and argued that community colleges must develop programs which make rigorous demands of students, offer substantial courses of study, and involve imaginative teaching in strong disciplines.

In the final plenary session Myron Marty discussed the recent restructuring of the NEH Division of Education Programs. In addition, Jane Hood of the Illinois Humanities Council described the mission and function of state humanities councils.

In addition to the plenary sessions, many interesting and provocative presentations were made in the concurrent sessions. Robert Hoffman of York College of CUNY decried the way in which humanists have surrendered "power" to the social scientists and offered strategies for regaining that lost power. He called for clear distinctions among the domains of science, technology, social studies, and humanities, and adherence to rigorous intellectual standards. On a similar theme, Donald Smith of Lakeland Community College (OH) described the myths of pseudo-humility and unanimity which victimize humanities faculty, and he encouraged humanities faculty to oppose shallowness of thought and to promote critical inquiry and reasoning about values. These sessions generated substantial discussion and debate as did the sessions conducted by Michael Bazzo of Daley College (IL), on the appropriateness of a mastery learning model to the teaching of the humanities, and by Randy DeVillez of Moraine Valley Community College (IL) and Susan Schreiber of National College of Education (IL), on "Overcoming English and Writing Amxiety: Placing English Back in the Humanities."

Several sessions dealt with the relationship between the humanities and career education. Phyllis Woloshin of Oakton Community College (IL) spoke about the increase between 1960 and 1980 in the number of students who have graduated from community colleges in occupational programs, particularly in the allied health programs. Woloshin indicated that current economic and certification trends suggest that the move toward occupational specialization will prompt more demand for general education, and humanities must be prepared to respond to this situation. Frances P. Osborn of Monroe Community College (NY) described a "Money In Literature" course which has been developed at Monroe Community College. The course is team-taught by business and English faculty and considers literature from both humanistic and business or economic perspectives. Daniel Moriarty, Robert Jacot, and Nancy Ulbricht of Triton College (IL) described the general education/humanities modules for career programs which they and their colleagues have developed. Such one-hour courses as "The Workers in America," "Professional Ethics," and "The Individual and Technology" are designed to link the concerns of the humanities with those of business and technological professions.

On a related topic, Desna Wallin Hansen discussed the merits of user-controlled technology in the humanities. Hansen reviewed some reasons for resistance to the use of technology in the humanities and then provided examples of academic computing in such areas as foreign language, art, literature, drama, and music.

Finally, several innovative humanities programs were described and discussed. Donald H. Johnson and Karen M. Garber of Springfield College (IL) discussed the use of the humanities as a catalyst to adult self-discovery, George French of the University of Minnesota Technical College (MN) spoke on the humanities and the performing music ensemble, and Jack Weiseman and Ed Kies of the College of DuPage (IL) described the Artist/Scholar in-Residence Program at their school.

Respectfully submitted,
Louis M. Suarez
Lorain County Community College

President's Report
Central Division

The Central Division of the Community College Humanities Association, again, had a successful annual meeting. The annual meeting was held at Oakton Community College in Des Plaines, Illinois. The meeting, titled: "The Humanities/Challenge and Change" featured outstanding speakers from across the United States. David Breneman of the Brookings Institute presented a lively session on financing community colleges. Constance Carroll, President of Indian Valley Colleges, delivered the keynote address, stressing the meaning and purpose of the humanities in 1982. The meeting was attended by Community College Humanities Association members from throughout the Central Division.

The willingness of humanists to attend the annual meeting and show their support for the humanities through their membership in the CCHA continues to be encouraging. The Central Division is continuing its efforts to bring developmental activities to humanists by presenting significant annual meetings.

The first three annual meetings of the Central Division have been held in Illinois in an attempt to equalize travel demands for all members of the division. In the coming years, the annual meeting will be held in locations outside of Illinois. The 1983 annual meeting will be hosted by St. Louis Community College at Meramec, in Kirkwood, Missouri. It is the intention of the Central Division to hold the 1984 annual meeting in Ohio.

The Central Division wishes to continue to expand its membership and activities. Interested humanists who wish to pursue activities in which the Community College Humanities Association could be helpful are encouraged to contact Richard L. Bernardi, president of the CCHA Central Division at Rock Valley College in Rockford, Illinois.

Respectfully submitted,
RICHARD L. BERNARDI
President, Central Division

Minutes of the Central Division
Business Meeting

October 9, 1982
Oakton Community College
Des Plaines, Illinois

In his annual report of the CCHA Central Division, Richard L. Bernardi, President, announced that the Central Division now has 250 members and that the Association's total membership is roughly 1300. He also announced that next year's Central Division meeting will be held in St. Louis, October 7-8, 1983. The Program Committee for next year's meeting will include Richard Kalfus of St. Louis Community College at Meramec (MO), Richard Ford of Muskegon Community College (MI), Robert Jacot of Triton College (IL), Rhonda Kekke of Kirkwood Community College (IA), and Louis Suarez of Lorain County Community College (OH).

Donald Billiar, Executive Secretary of the Association, gave the annual report of CCHA. He reported that the Association continues to seek out additional sources of funding and has mailed 10,000 promotional brochures in an effort to increase the Association's membership. He also discussed plans for a proposed NEH Summer Institute on ethics and nursing and reviewed the Division's membership on the standing committees of the Association.

Robert Branda nominated Louis Suarez to serve a two-year term as secretary of the Central Division, and Richard Ford seconded the motion. The motion passed unanimously.

Richard Bernardi presented a proposed change of the title of "Executive Secretary" to "Executive Director." Don Nolan moved that the change be accepted and Suzanne Kaufman seconded the motion. The motion passed unanimously.

Respectfully submitted,
Louis M. Suarez
Secretary

Proceedings of the Eastern Division Meeting

Friday and Saturday, October 15-16, 1982
Philadelphia, Pennsylvania

The annual meeting of the Eastern Division of the Community College Humanities Association was held at the Philadelphia Centre Hotel in Philadelphia on October 15-16, 1982. Speakers in the plenary sessions posed some very invigorating questions and presented challenges regarding the role of higher education, particularly humanities education. David W. Breneman, Senior Fellow of the Brookings Institution, and Arthur Cohen, Director of the ERIC Clearinghouse for Junior Colleges, first cleared the air by remarking that community colleges do have a place in higher education. Dr. Cohen cited statistics reflecting the fact that of the students taking liberal arts courses in the United States, the majority are in community colleges. And the humanities enjoy a great deal of this enrollment. In terms of numbers, he concluded, the humanities may not be as bad off as humanists think. T. Edward Hollander, Chancellor of the Department of Higher Education in New Jersey, and David Bradley, from Temple University later directed attention to the curious directions taken by higher education. Pointing to a history in which government was allowed to dictate major change in education, Dr. Hollander criticized college and university leaders for continuing to play a passive role and, most recently, for grossly expanding and diluting curricula in the interests of institutional survival rather than considering how colleges might best deliver the analytic and synthesizing skills and the awareness of values that students need to deal within a changing world. In a similar vein, David Bradley pointed to the American belief that all problems can be solved with money and technology. He cited overriding dilemmas of the

modern world which require another approach, and he charged humanists to begin showing the public what they have to offer.

Many of the concurrent sessions provided responses to questions raised in plenary sessions. There was focus both on institutional structure and curriculum development. For instance, one session on "Assumptions and Models of General Education" outlined the difficulties involved in generating meaningful curriculum change in institutions where departments isolate themselves from one another and pursue separate aims, often ignoring overlapping skills and complex issues that transcend a single discipline. Speakers at this and other sessions presented planning strategies and activities aimed at breaking down these boundaries. The strategies ranged from a formal, collegewide planning approach represented by Atlantic Community College to a less formal arrangement of guest lectures and interdepartmental discussion and problem solving at Tompkins-Cortland Community College and, finally, to the notion that departments should be eliminated to make room for more meaningful structures.

Several interdisciplinary efforts were described including "writing in the disciplines," for which Elaine Maimon made a very strong case. Courses pulling together various disciplines in the humanities were also presented as well as suggestions for using complete novels, histories, biographies in developmental courses to develop curiosity and a sense of self worth and direction.

Other concurrent sessions focused on additional elements introduced in the plenary sessions: a concern, for instance, that some vocational education may actually decrease a student's earning power and a concern that there is slippage in the quality of transfer students.

Contributing to the success of the program were disciplinary papers as well as reports from the Modern Language Association and the National Endowment for the Humanities and the recognition of Elizabeth and Monroe Beardsley for significant achievement in the humanities.

Submitted by:
Thomas F. Boghosian
Atlantic Community College

President's Report
Eastern Division

The major activities of the Eastern division for 1982 focussed on the annual meeting in Philadelphia and on attempts to increase membership. The program for the annual meeting, the planning of which was spearheaded by Beate Schulz of Baltimore Community College (MD), was well-received and generated enthusiastic responses. Special thanks are extended to the program committee, to the local arrangements committee (headed by William Askins), and to the Community College of Philadelphia, the host college.

Contrary to previous announcements, the executive committee of the division decided, after lengthy discussion and consideration, to have the 1983 annual meeting in

Hartford (*not* Boston), hosted by the Greater Hartford Community College. The chair for the program committee is Paul Fletcher, Bristol Community College (MA). While theoretical and practical issues will again be dealt with in the meeting, greater emphasis will be placed on highlighting successful humanities courses, both with respect to content and teaching approach.

A major effort is underway, headed by Charles Thompson, chair of the membership committee, to increase the membership of the division. One of the activities in this regard is a mailing to all humanities faculty in the division inviting them to join the Association. In addition, visits to campuses by members of the membership committee will be made to encourage individuals to join the Association and attend the annual meeting.

Respectfully submitted,
DONALD D. SCHMELTEKOPF
President, Eastern Division
CCHA

Minutes of the Eastern Division Business Meeting

October 15, 1982
Philadelphia Centre Hotel
Philadelphia, Pennsylvania

After reports by Donald D. Schmeltekopf, President of the Eastern Division, and Donald Billiar, Executive Secretary, a resolution was introduced to change the title "Executive Secretary" to "Executive Director." The resolution passed. Thomas Boghosian of Atlantic Community College, New Jersey, was nominated and elected Secretary, replacing Martin Spear, whose term had expired.

Respectfully submitted,
THOMAS F. BOGHOSIAN
Secretary

The Annual Conference of the Eastern Division of CCHA

A Personal Response

The Eastern meeting of the CCHA was and continues to be a resonating experience for me. I had never before attended a conference specifically concerned with community

college faculty and issues. Frankly, I was inspired —as a teacher, as a humanist, and perhaps most importantly, as a community college teacher. Let me briefly list and explain what I consider the "lasting" values of the conference.

1. I felt a strong identification with other community college faculty. This kind of professional identification is itself a constructive phenomenon. But futher, this identification was able to expand from the human element into a more institutional context. In addresses from the podium and in talk with colleagues, one came up against the reality of the community college movement — its substantial history, its adaptive present, and its worrisome yet potentially malleable future. Identification with that aspect of my work, of my working place, must affect my attitudes and goals as a faculty member.

2. One can't avoid identifying as a humanist at a conference of humanists. I confess I thoroughly enjoyed being in the midst of a group of people unashamedly espousing and attempting to protect humanist values and humanities curricula. There is something reassuring and I dare say necessary in feeling that one is not alone in believing that education in the humanities helps one to be an inquiring citizen, a more complete individual, and perhaps a more aspiring human being. It is instructive to experience the proof that there are outstandingly devoted men and women in our field.

3. I have a particular interest in interdisciplinary curricula. This conference gave me an opportunity to air my own ideas, but more importantly, to hear about model interdisciplinary and humanities curricula which are already in existence. Much of the conference, in fact, was concerned with issues of interdisciplinary and general education. I attended two workshops in which three existent programs were explained in detail, and I received syllabi and other materials to share with colleagues.

4. In my opinion, and this should come as no news, the teaching of freshman writing was an extremely siginficant aspect of the attendees' shared concern. What an expunging was there! To have the opportunity to share that misery. Yet the attitude was hopeful and there were workshops which presented a variety of "guaranteed," "successful" methods. I attended Elaine Maimon's workshop titled "Writing Across the Curriculum." Maimon, a leading theorist and practitioner of this approach to freshman composition, is Director of the Writing Program at Beaver College in Pennsylvania and the author of *Writing in the Arts and Sciences*. She is, without qualification, an inspired speaker and proselytizer. In brief, "writing across the curriculum" is a system of teaching freshmen writing which presupposes that writing cannot be separated from "content" courses, and in fact, must be included in them. The approach also stresses continual, intensive writing, ungraded writing, and collaborative learning. I am fascinated by the approach which is very different from the one that I currently use. I have, however, since my return, begun to use several of Maimon's techniques. They seem to be working out.

5. All of the above refueled me as a teacher. I can't predict how long the new inspiration will last. But right now my students are benefiting from someone who has had the opportunity to be further informed about his work and to feel a renewed sense of pride as well as purpose in it.

Richard Wizansky, Instructor
English Department
Greenfield Community College (MA)

Proceedings of Southwest Division Meeting

Thursday and Friday, October 28-29, 1982
Williams Plaza Hotel
Tulsa, Oklahoma

The third annual meeting of the Southwest Division of the Community College Humanities Association was held at the Williams Plaza Hotel and Thomas Gilcrease Institute of American History and Art on October 28-29, 1982. Approximately 100 members attended the two-day conference on the theme: *Variety Within Unity: Capitalizing on Cultural Diversity in the Community College.*

Richard Reeves, author of *American Journey: Travelling with Tocqueville in Search of Democracy in America,* was the keynote speaker for a conference that included visits to the Gilcrease Museum and a performance by the American Indian Theatre Company of Oklahoma.

Drawing on the richness of the cultural heritage of the Southwest, a great percentage of the concurrent sessions focused on ethnic contributions to the American mainstream. Presentations ranged from a pragmatic approach to "Internationalization of Community College Curriculum" through the tri-cultural character of Southwestern literature. The reflection of both the geographical and historical setting for the conference, Indian literature, crafts, and history played an important part in many of the presentations.

Political issues were addressed in two sessions. Most notably, the "Tulsa Race Riot -1921: A Perspective" by Pat Smith was one of the first public presentations on an event in Southwest history that had been expurgated from public records. A variety of other topics including "Law Enforcement Perspectives" and "Technical Writing" rounded out a very full and well-attended series of presentations.

Previous conferences in the Dallas-Fort Worth area had elicited comments from participants requesting more cultural activities. This conference amply met those requests. In a very successful departure from the opening keynote address, the conference group assembled at the Tulsa Performing Arts Center for a presentation of "The Showpiece" by local playwright, Johnny Bobb. At the conclusion of the audience and performance, panelists discussed the issues of the "selling out" of an Indian heritage to gain the approval of the dominant culture.

In all, participants departed with enriched and multiple resources for integration of diverse cultural concerns within college curricula. Plans were laid for the following year in Denver on the theme "Teaching Tomorrow's Community."

Submitted by,
MARY A. BRUMBACH
Brookhaven College (TX)

President's Report
Southwestern Division Annual Meeting

October 29, 1982

This third annual meeting of the Southwestern Division of the Community College Humanities Association testifies to the continued need and interest for a professional organization both regionally and nationally that specifically addresses issues relating to the humanities in community and junior colleges. Since 1979-80 when CCHA memberships were initiated, largely in Texas (because of the tireless leadership in Texas, and particularly by Dr. Gwendel Mulkey who organized the SW Division), SW membership has expanded into all the seven states in the region. The span of geographical representation at this first annual meeting held outside of Texas and the promise of next year's joint meeting in Denver of the SW-CCHA and the newly formed Colorado Community College Humanities Association are further evidence of the expanding regional interest in the CCHA.

Don Billiar, Executive Secretary (Executive Director after the by-law change is approved nationally) has shared with us the services and programs of the national office. I personally would like to comment on the important advocacy role CCHA plays within the American Association of Community and Junior Colleges, where it is the Humanities Council of AACJC, and with national organizations such as the National Endowment for the Humanities, where important daily decisions are made that affect the work of our profession. The success of the 1980 NEH funded seminar relating economic and business education to the humanities and similar institutes under consideration by the national office both directly aid those of our membership who participate in these seminars and indirectly influence all of our efforts to educate our institutions and the general public to the importance of humanities education.

Within the past year, in our own region we have concentrated on developing regional membership, encouraging coordination of CCHA and state humanities professional groups, developing a faculty exchange visitation program, and planning and executing this annual meeting. The latter, incidentally, in a volunteer organization with a limited budget — like CCHA — succeeds only because of the enormous dedication and support of members and supporting institutions. I want to particularly thank Amanda Blackman and Dorothy Watson, the Program and Arrangements Chairpersons of this meeting, and Tulsa Junior College for their time, talent, and money in making this meeting successful. I also want to thank this year's SW Division executive committee for their contributions to CCHA.

As indicated earlier, regional membership is expanding. However, we need to continue to inform our colleagues about the work of CCHA, for there are a large number of humanities faculty in our colleges who appear to have no commitment to any professional organization. Nor do they appear to be actively involved in informing the public or their own institution about the importance of humanities education. We need to raise their consciousness and inform them (and ourselves) of the ways this organization can further humanities education within the community college system. One important link in this process is the identification of local and regional needs and the building of liaisons between local groups addressing those needs and the national office. We need to inform our colleagues of those services in staff, resources, and lobbying contacts that are available through affiliation with an effective national organization. This may take the

form of the encouragement of state groups, such as the new Colorado Community College Humanities Association. It may also mean that regionally the SW Division will develop services and programs suited for this geographical area. One project under discussion is a faculty exchange visitation program whereby humanities faculty from one college in the region would teach classes in another college in the region for a one-to-two week period. The details of such a project are being worked out, but issues relating to coordination with the national board and financing need to be carefully considered. We see this program as one way to deal with burn-out and as a renewal process both for faculty and institutions.

But no matter where we look regarding the state of humanities awareness — be it nationally, regionally, or locally, I am sure we all see enormous challenges. Declining standards and declining professionalism continue to undermine society's respect for the humanities. Perhaps it is too pessimistic to speak of a Dark Age, but frequently when I am talking about fifth-century Rome, I imagine some Roman saying, "You know, Rome is falling." Of course, he was called "Chicken Little!" Yet, when I ponder the declining rate of literacy and ability to think critically — I can not help but think of fifth-century Rome. In our own profession, this challenge means that we must constantly speak out for standards, critical thought, and professionalism. It means, unfortunately, that while the "enemy" is often outside it is also here inside — inside us and our own institutions and visible in our own lack of professionalism. CCHA is but one vehicle to enhance our professionalism, but currently it is the only one that specifically addresses issues in regards to our institutions — the community and junior colleges.

Respectfully submitted,
Mary Alice Bird
SW Division President

Minutes of the Southwestern Division Business Meeting

October 29, 1982
Williams Plaza Hotel
Tulsa, Oklahoma

The meeting was called to order at 4:30 p.m. by Southwestern Division President, Mary Alice Bird.

Donald Billiar, Executive Secretary of CCHA presented a brief report including information that the Association currently has 1,300 members. Standing committees of CCHA are Research and Development, Status and Future of Humanities Education, and the Committee on Publications. Southwest regional members are Dr. Joe Rushing of TCJC and Billy Dowdy of McClennon County Community College who serve on the Status of Humanities and Publications respectively.

In the President's report, Mary Alice Bird commented on geographical relocation of the meeting to Tulsa from the Dallas-Ft. Worth area without loss in attendance, contacts

with all known state organizations with potential members, and the proposal for faculty in residence that was initiated by the Southwestern executive committee and will be pursued. The proposal was significant in its recognition of faculty professionalism and credibility, feasibility of small-time commitments, and impact on member schools.

The nominating committee reported the selection of Julie Hudson as Southwestern division secretary, Gwen Mulkey moved, and Bob Woodruff seconded the motion, Motion passed unanimously.

President Bird listed and recognized new executive committee members, Ben Johnson, Arkansas, Landon Kirchner, Kansas, Jimmy Miller, New Mexico, Mary Brumbach, Texas, Julie Hudson, Secretary, Amanda Blackman, Oklahoma. Barbara Preskorn and Ben Yohe of Colorado Community Colleges joined the committee as local arrangements chairman and program chairman, respectively.

A change in the CCHA Constitution from the title Executive Secretary to Executive Director of CCHA was presented and moved for adoption by President Bird. Aaron Mosely of El Paso seconded and the motion carried unanimously.

October 27, 28, and 29, 1983 were announced by Barbara Preskorn as the dates for the Colorado conference. Aaron Mosely, prompted by Gwen Mulkey, presented an invitation to El Paso, for the regional meeting in 1984. President Bird stated the executive committee will consider the invitation and make a decision on possible sites based both on geographical needs and membership.

Barbara Preskorn and Julie Hudson reported brief preliminary plans for the 1983 conference in Denver and solicited comments from the members on possible topics, programs, etc. All committee members agreed to listen carefully to conference comments and directions for the following year's program. Barbara will serve as local arrangements chairman and Ben Yohe will serve as program chair. The meeting will be held in conjunction with the Colorado Community Colleges Humanities Association meeting.

The meeting adjourned at 4:45 p.m.

Respectfully submitted,
MARY A. BRUMBACH
Secretary

Proceedings of the Southern Division Meeting

Thursday, Friday, and Saturday, October 28-30, 1982
Sheraton-Atlanta Hotel
Atlanta, Georgia

Members were greeted at registration with musical presentations by groups from several community colleges in the Atlanta area. At the dinner and plenary session Thursday evening, Jean Young was the keynote speaker. She made a presentation of her

views on the humanities, based on her wide experience as a teacher, United Nations committee member, refugee relief worker, world traveler, wife, and mother. The meal was accompanied by the music of the Ojeda Penn Jazz Trio.

Four workshops were offered on Friday, exploring such subjects as conflicts between business and the humanities, use of computers in the humanities, team-taught interdisciplinary courses, and the directed conversation teaching method. Sixteen concurrent sessions were held during four scheduled time periods on Friday. Among the sessions devoted to increasing understanding of alternative teaching strategies were those on interdisciplinary teaching, teaching adult women, teaching poetry through oral tradition, creative questioning, the use of imagination in science and poetry, and the development and universalizing of the full Western self. One session was devoted to a case study of euthanasia. Several sessions were aimed at ways of encouraging the humanities, e.g., by cultivating student support, by the use of short stories, by campus symposiums, by explaining the purposes of the humanities, and by aiming specifically at students in vocational programs. And finally, some sessions were devoted to explaining humanities education in a wider context, both as part of our cultural heritage and as a possible beneficiary of community and governmental resources. Audiences were large enough to guarantee a variety of viewpoints, yet small enough to assure time for those viewpoints to be expressed: active participation and extensive and lively discussion were the norm.

Saturday's informal meetings allowed members additional opportunities to ask questions, share notes, and talk with each other. The convention ended with a business meeting and a materials sharing session.

The Southern Division came of age at this convention. At a time of rampant vocationalism, budget cuts, and anti-intellectualism, our membership demonstrated outstanding ability and a powerful interest in presenting and defending the humanities as the foundation of effective education. We confirmed our faith that we are not alone.

Submitted by
JIM PERRY
Hillsborough Community College (FL)

President's Report
Southern Division

CCHA Southern met for the first time in Sarasota, Florida, October 1980, in conjunction with a Florida Humanities Council meeting. There were seven members in attendance. In 1981, the Southern Division held a joint meeting with the Eastern Division in Washington and there were 60 Southern members present. On October 28-30, 1982, the Southern Division held the first separate annual meeting at the Sheraton Atlanta. Our Atlanta meeting — with an attendance of over 100 — was very successful, thanks to the planning efforts of Drew Rowe, North Carolina, Norma Gaskey, Kentucky, and Ralph Hils, Georgia, from our program committee, and Charles Davis, Georgia, chairman of our host committee.

Through the efforts of Gerald Riedling, our membership chairman, we have been able to organize a state chairperson for most of the Southern states: Alice Villadsen, Alabama, Jan Allen, Florida, Charles W. Davis, Georgia, Fran Schneiter, Kentucky, E. Thomas Fife, North Carolina, Dianne Fergusson, South Carolina, and Anne Armstrong, Tennessee. Efforts by these chairpersons have now brought our potential membership list to 3,500 and our current membership to 263. This represents a 40% increase in membership over the past year.

A committee to implement faculty development workshops and activities was appointed for 1983. Ralph Hils, Atlanta Junior College, will serve as chairman.

The 1983 annual meeting has been scheduled for October 13-15, 1983, at the Langford Resort Hotel near Orlando, Florida. Tom Fife, North Carolina, Alice Villadsen, Alabama, and Lou Schlegel, Florida, will serve on the program committee, and Jan Allen, Florida, will serve as chairman of the host committee.

A special thanks to Carol McCombs, South Carolina, and Jim Perry, Florida, and other members of the executive committee for assistance in making 1982 a very successful year for CCHA Southern.

Submitted by
WILLIAM B. BIDDLE
President, Southern Division

Minutes of the Southern Division Business Meeting

October 30, 1982
Sheraton-Atlanta Hotel
Atlanta, Georgia

President William Biddle called the meeting to order at 9:30 A.M. with 36 members present.

President Biddle announced that the Southern Division now has 263 members, of whom 108 were present at the convention. He also announced that the region has more than 3,500 potential members, and urged members to try to recruit their colleagues.

The Executive Committee proposed Orlando, Florida, as the convention site for 1983, during the 3rd or 4th week of October. Members present approved the proposal. Jan Allen agreed to serve as host, and a Program Committee was organized with Tom Fife (Chair), Alice Villadsen, and Lou Schlegel. Members present voted in favor of scheduling workshops for the first afternoon and to continue to schedule the business meeting at the end of the convention.

The Nominating Committee (Tom Fife, Diane Fergusson, and Alice Villadsen) proposed that Jim Perry serve as Secretary for a two-year term. Members present

approved. (Members were reminded that the election of President and Vice-President is scheduled for next year.)

Members present voted without dissent to approve a proposed amendment to the CCHA constitution changing the title "Executive Secretary" to "Executive Director."

Don Schmeltekopf, CCHA President, announced the formation of three Association committees: (1) Research and Development; Myrna Goldenberg (Chair), Montgomery College; (2) Status and Future; Don Porter (Chair), College of San Mateo; and (3) Publications; Frances Osborn (Chair), Monroe Community College. President Schmeltekopf also announced CCHA applications for grants from the Machette Foundation ("Teaching Critical Thinking") and from the NEH ("Nursing Ethics" and "Introductory History.")

Members present approved a vote of thanks to Ralph Hils, Bill Biddle, and all the members whose efforts resulted in an outstanding convention.

The meeting was adjourned at approximately 10:15 A.M.

Respectfully submitted,
JIM PERRY
Secretary

Proceedings of the Pacific-Western Division Meeting

Thursday - Saturday, November 18-20, 1982
Hyatt on Union Square
San Francisco, California

"Humanities: A Resurgence" was the theme of the third Pacific-Western Division Meeting held in San Francisco's Hyatt on Union Square from November 18 to 20, 1982. Preceding the conference sessions were workshops on writing across the disciplines, on right brain/left brain research and humanities education, and on interdisciplinary curricula.

President Polly Zanetta (Olympic College, WA) opened the conference the afternoon of November 19, and introduced Donald Schmeltekopf (Union County College, NJ), CCHA president, who reported on some developments to be elaborated on later at the division's business meeting. She then presented President Judith Eaton of Clark County Community College (NV), who delivered the keynote address, "Community College Education: A Humanities Perspective." President Eaton, among other points, raised the need to confront the academic standards issue in which the "open door" character of the community colleges is set against the establishment of minimum academic standards. This, she felt, was an unnecessary polarization. Ther-

should be a balance, not an elimination, of access, and there should be a distinction between institutional access and program access. Moreover, there should be an emphasis on humanities education in the community colleges, similar to that given to occupational education, and there not only should be a state or local, but a national commitment to the humanities in the form of total educational package. Summing up, she admonished her listeners: 1) to take care of the 91% attending community colleges who are not obtaining degrees or certificates, 2) to upgrade expectations while looking critically at access, 3) to educate *all* students in the community college system, and 4) to prepare for the impact of high technology — the "new work" — upon education and the community.

At the conference banquet November 19 Constance Carroll, president of Indian Valley Colleges, the host institution for the conference, introduced Joseph Campbell, who gave an illustrated lecture on "Psyche and Symbol." The 155 attending the dinner heard Campbell's presentation, which drew upon examples from prehistory and contemporary life, from art and literature around the globe.

The session topics at the conference were: teaching thinking and communication skills, advancing the humanities in the community colleges, the humanities working in the community, teaching across the humanities and occupational curricula, the community as a humanities classroom, teaching foreign language and ESL students, teaching literature: from general education to science fiction, model humanities programs, theory and practice in promoting the humanities, writing in the humanities, new perspectives in teaching art, examples of interdisciplinary studies, computer technology in the humanities, perspectives on women, and the media as conveyor of popular culture. There was also a session on the NEH and community college programs. Altogether there were 38 actual presentations by individuals or teams. (Summaries of all these may be obtained by sending $2.00 to Polly Zanetta, Olympic College, 16th and Chester, Bremerton, WA 98310.)

To single out one session, an overflow crowd heard Marie Rosenwasser and Rita Phipps on "Teaching Thinking and Communication Skills in an Introductory Multi-Disciplinary Humanites Class." The ideas of Jean Piaget on learning were applied in teaching this course. The students maintained notebooks containing daily entries and answers to study questions. They were shown how to organize short oral statements following the "P D R" method: Prepare audience and Preview message, Develop statement, and Review and Restate. Many at this session remained to ask questions and to watch a video tape showing students engaged in discussing the treatment of line in two paintings. (For those interested, a booklet, "Teaching Thinking and Communication Skills for an Introductory Multi-Disciplinary Humanities Class: Presentation and Sampling of Handouts" can be obtained by writing to either Rosenwasser or Phipps, Humanities Division, North Seattle Community College, 9600 College Way North, Seattle, WA 98103.)

In another session, Richard Friedman and Mary Donahue (both Central Oregon Community College) discussed how non-credit classes can serve as a means of bringing new courses into the humanities transfer program, Friedman with a children's literature class and Donahue with an introduction to women writers class. These courses attracted new students to the college, thereby providing evidence of an existing clientele when the shift to credit status was made. In that same session, Sheila Finch-Rayner (El Camino

College, CA) demonstrated how science fiction in a literature curriculum could be the vehicle for considering how human beings define themselves as human beings. Science fiction, she suggested, permits human beings to look at themselves in a way otherwise not possible.

Theodore Rabb, professor of history at Princeton University, was the featured speaker at the luncheon on the conference's last day. Professor Rabb attempted to dispel the "gloom" surrounding the humanities. Is this "gloom" real, or are there new conquests ahead? Are the humanities in the rear guard, or in the vanguard? It depends on how those in the humanities regard themselves. The future will be assured because there are people involved who are determined to do something. There are supportive institutions, such as CCHA and ERIC. But most of all, the future is determined by what goes on at each of our campuses, not simply by our teaching, but by being "political." No other alternative exists for those involved in the humanities. We need only look at the resurgence in vocational education which resulted from a local, regional and national effort. What can one do at one's own college? There are two possibilities. One can respond to the surge in career areas by retraining to get a classful of these students. The reactive response — an apolitical response — may be only a "temporary" bridge to the elimination of the humanist's presence. Another response is to take the initiative: that the humanities are at the center of the institution, that any college which does not center its mission on the humanities does not deserve the label "college." The point should be stressed that the humanist is doing something valuable, vital, central and important. There should not be separate "humanities" courses for a career area; the humanists must remain in control of their curricula. This is where "politics" comes in. It means hard work: convincing colleagues, administrations, community groups; it means identifying those who are receptive to the humanities. It means working on an individual basis to win allies. The strength of the humanities, concluded Rabb, is at the local level; it is best for humanists to learn now how to operate "politically."

The 189 persons registered at the conference represented 101 entities: 91 community or junior colleges, seven four-year institutions, one high school, one foundation, and the California Council on the Humanities. The registrants came from 15 states (as far as Florida, New Jersey and Texas) and from British Columbia; the most were from California, Washington, Nevada, Arizona and Oregon in that order.

Submitted by
ALBERT ACENA
College of San Mateo (CA)

President's Report
Pacific-Western Division

As in the most recent past, the Pacific-Western Division's primary focus was on the annual meeting held November 19-20, 1982, in San Francisco. This year's theme,

Resurgence in the Humanities, was exemplified by the outstanding responses to the Call for Proposals and the Conference Announcement. The conference featured as its banquet speaker Joseph Campbell who presented a two hour slide-illustrated lecture on "Psyche and Symbol." The core of the annual meeting was the presentations in concurrent sessions made by forty-eight individuals.

Three repeated concurrent workshops prefaced the conference. Financially self-supporting, these workshops focused on writing across the curriculum, right brain/left brain research and implications for humanities education, and interdisciplinary studies. An average of seventeen persons participated in each of the six workshop sessions.

Despite decreasing travel funds for many community college faculty members, 189 faculty and administrators representing 92 colleges registered for the conference. We also had 100 new or renewed memberships as a result of our Conference Announcement.

Special recognition should go to the following individuals and their colleges for the outstanding effort they put forth on behalf of the conference and CCHA:

Janet Portolan, Program Chair
Fullerton College (CA)

Marie Rosenwasser, Asst. Program Chair
North Seattle Community College (WA)

Donald Porter, Local Arrangements Chair
College of San Mateo (CA)

Victoria Vieira, Host College Chair
Indian Valley Colleges

Respectfully submitted,
POLLY ZANETTA
President, Pacific-Western Division
CCHA

Minutes of the Pacific-Western Division Business Meeting

November 20, 1982
San Francisco, California

President Polly Zanetta opened the meeting at 4:20 p.m., and called upon Donald Billiar, CCHA executive secretary, to make a report. CCHA membership, he stated, is around 1500. The Association is approaching the last year of its Mellon Foundation grant and is searching for funds. Its budget is $70,000, part of which goes toward the "national office" and for released time. He noted the Association's major expenses: *The Review*

and Proceedings, the three newsletters, planning for various meetings and travel, and assisting in the costs of the annual divisional meetings. The five regional meetings ought to pay for themselves, and two of these regional meetings (this one included) apparently will be in the black. In fact, this meeting appears to be the most successful of the regionals so far. CCHA also has three national committees functioning: Publications, Research and Development, and Status and Future of the Humanities.

President Zanetta then introduced Donald Schmeltekopf, CCHA Board Chairman. Elaborating on remarks made at the conference's opening, he announced that the National Endowment for the Humanities had given the Association a grant to hold a summer institute in nursing ethics which would draw 60% of its participants from associate-degree programs and 40% from baccalaureate programs. He also announced that the Matchette Foundation had given CCHA a grant to hold three workshops on critical thinking to be held at the St. Louis, Hartford and Pacific-Western meetings. This is specially significant for California because of the California State University critical thinking requirement. These workshops will not be limited to those in philosophy; they will accommodate people from different disciplines. A major project for 1984 will be a proposed workshop or institute to study the basic history offering at the community college. Additional project ideas, he said, are welcome.

Donald Porter then reported on the Committee on the Status and Future of the Humanities which met yesterday. The charge to this committee was to investigate the status of the humanities in the colleges and to explore the job opportunities in the humanities. The first step is to contact the chairs of 145 departments nationwide and to ask for their perception of the state of the humanities. Since community college faculty seem to be "aging," the committee is researching the extent to which part-time and adjunct people are being used. Also, the humanities requirements at these institutions are being compared. Later the committee will be working on professional ethics which touches upon issues such as the maintenance of a high level of integrity and the problem of "gradeflation."

In her report, President Zanetta commended Janet Portolan, program chair, and members of her committee, as well as members of the arrangements committee, for a balanced program at this meeting. Preconference workshops were tried out for the first time, and the response was excellent.

Ratification of the amendment to the CCHA constitution to substitute "executive director" for "executive secretary" was moved by Patricia Reming, seconded by Donald Porter, and passed by the membership.

Sites for next year's conference were then proposed: Monterey, San Diego, and San Francisco, with the observation that San Diego might be the least expensive. A policy suggestion was made that every fourth year the conference be out of California. Art Cohen suggested that no airport hotel be the site of future meetings.

Other ideas were discussed. Jack Estes suggested that this body serve as a clearinghouse, or exchange, through a newsletter or some other medium. William Krieger offered the possibility of recognizing exemplary programs. There were suggestions to send complimentary reports, or summaries at least, to administrators at those colleges represented here or perhaps a letter of appreciation to college administrators for the attendance of the participants. Donald Schmeltekopf suggested that the participants write a memo to their respective college administrators about this meeting.

Doris Dwyer, chair, presented the nominating committee's slate: Polly Zanetta, president (two-year term), and Joan Doggrell, vice-president (two-year term). Richard Friedman was nominated from the floor. Polly Zanetta was elected by acclamation and Richard Friedman by voice vote.

The meeting was adjourned at 5:15 p.m.

Respectfully submitted,
ALBERT ACENA
Secretary

APPLICATION DEADLINES FOR NATIONAL ENDOWMENT FOR THE HUMANITIES GRANTS

Program		Application Postmark Deadline	Notification Date
I.	Central Disciplines in Undergraduate Education		
	A. Improving Introductory Courses	April 1, 1983 October 1, 1983	October, 1983 April, 1984
	B. Promoting Excellence in a Field	April 1, 1983 October 1, 1983	October, 1983 April, 1984
	C. Fostering Coherence Throughout an Institution	April 1, 1983 October 1, 1983	October, 1983 April, 1984
II.	Exemplary Projects in Undergraduate and Graduate Education		
	A. Feasibility Grants	April 1, 1983 October 1, 1983	October, 1983 April, 1984
	B. Major Projects	January 6, 1983 July 1, 1983	July, 1983 January, 1984
III.	Humanities Programs for Nontraditional Learners	October 1, 1983	April, 1984
IV.	Teaching Materials from Recent Research	June 1, 1983	January, 1984

BULLETIN

Calendar

March 15, 1983	Applications due for the Summer Institute, "Moral Philosophy and Nursing: An Institute in Nursing Ethics," sponsored by CCHA and NEH, to be held at Tufts University.
March 27-30, 1983	The American Association for Higher Education 1983 national conference. The theme of the conference is "Colleges Enter the Information Society." Featured speakers are George Gerbner, professor of communications and dean, Annenberg School of Communications, University of Pennsylvania, and Steven Muller, president, Johns Hopkins University. The meeting will be held at the Washington Hilton Hotel, Washington, D.C. Contact AAHE, Suite 600, One Dupont Circle, Washington, D.C. 20036 (202-293-6440).
April 21-22, 1983	The Community College General Education Association annual meeting sponsored by Broome Community College, Binghampton, New York. The theme of the meeting is "Toward a New General Education: Work, Self, and Society." Featured speakers are Dr. Ernest L. Boyer, president, Carnegie Foundation for the Advancement of Teaching, and Sharon Penney, vice chancellor, State University of New York, Office of Academic Programs, Policies and Planning. For further information, contact: George Higgenbottom, dean of liberal arts, Broome Community College, Binghampton, NY 13902 (607-772-5031).
April 24-27, 1983	American Association of Community and Junior Colleges, 1983 convention at the Marriott, New Orleans, Louisiana. The theme of the meeting is "High Technology: Policies, Programs, and People." For registration information contact: James White, AACJC, Suite 410, One Dupont Circle, Washington, D.C. 20036 (202-293-7050).
June 5-July 1, 1983	CCHA-NEH Summer Institute, Tufts University, Medford (MA). For further information contact: Donald D. Schmeltekopf, CCHA, Union County College, Cranford, NJ 07016 (201-276-8136).
Oct. 6-7, Nov. 3-4, Nov. 17, 1983	CCHA, three regional workshops on the topic, "Teaching Critical Thinking: Philosophy Throughout the Curriculum," supported, in part, by the Matchette Foundation and held in conjunction with CCHA Central, Eastern, and Pacific-Western annual meetings.
October 6-8, 1983	Central Division annual meeting, St. Louis Community College at Meramec, Kirkwood, Missouri. For further information, contact: Richard Kalfus, St. Louis Community College at Meramec, 11333 Big Bend Boulevard; Kirkwood, MO 63122 (314-966-7500).

October 12-14, 1983 American Council of Education annual conference at the Toronto Hilton Harbour Castle and the Royal York Hotel, Toronto, Ontario, Canada. For further information contact: Mrs. Daryl Ferguson, ACE, Suite 829, One Dupont Circle, Washington, D.C. 20036 (202-833-4750).

October 13-15, 1983 CCHA Southern Division annual meeting, Langford Resort Hotel, Orlando (FL); hosts, Brevard Community College, Daytona Beach Community College, and Seminole Community College. For further information, contact: Janice Allen, Seminole Community College, Sanford, FL 32771 (305-323-1450 ext. 216).

October 28-29, 1983 CCHA Southwestern Division annual meeting, Brown Palace Hotel, Denver (CO); host, Community College of Denver. For further information, contact: Julie Hudson, Community College of Denver, 3645 W. 112th Avenue, Westminster, CO 80030 (303-466-8811 ext. 590).

November 3-5, 1983 CCHA Eastern Division annual meeting, Sonesta Hotel, Hartford (CT); host, Greater Hartford Community College. For further information, contact: Charles Thompson, Greater Hartford Community College, Hartford, CT 06473 (203-549-4200).

November 17-19, 1983 CCHA Pacific-Western Division annual meeting, Sir Francis Drake Hotel, San Francisco (CA). For further information, contact: Polly Zanetta, Olympic College, 16th and Chester, Bremerton, WA 98310 (206-478-4866).

Community College Humanities Association

Institutional Members
1982

Dallas County Community College District (TX)
Chancellor R. Jan LeCroy

Fort Steilacoom Community College (WA)
Dean Patricia Justice

Independence Community Jr. College (KS)
Dean Sue Unger

Indian River Colleges (CA)
President Constance Carroll

Johnson County Community College (KS)
President Charles Carlsen

Miami-Dade Community College (FL)
Vice President J. Terence Kelly

Mohawk Valley Community College (NY)
President George H. Robertson

Union County College (NJ)
President Saul Orkin

Valencia Community College (FL)
President James Gollattschek

Yakima Valley Community College (WA)
President William B. Russell

Community College Humanities Association

Membership List
1982

Abhishaker, M.J.
Minneapolis Community College (MN)
Acena, Albert
College of San Mateo (CA)
Adams, Dick
College of the Redwoods (CA)
Adkins, Marcia
Walker College (AL)
Adler, Dina
Moorpark College (CA)
Adler, Sidney
Moorpark College (CA)
Afzal, Martha
Dutchess Community College (NY)
Agnir, Federico I.
Greenfield Community College (MA)
Ahearn, John
Arizona Western College (AZ)
Aieta, Joseph, III
Lasell Junior College (MA)
Ainsworth, Charles P.
Jefferson Community College (KY)
Akins, Dolores C.
Tarrant County Junior College, Northwest (TX)
Alberro, Charles A.
University of Puerto Rico (PR)
Alexander, John
Parkland College (IL)
Allen, Janice
Seminole Community College (FL)
Allen, Roger
Parkersburg Community College (WV)
Alley, Donna K.
Maplewoods College (MO)
Allingham-Dale, Muriel
Orange Coast College (CA)
Allran, Phyllis E.
Guilford Technical Institute (NC)
Anania, Kenn
Massasoit Community College (MA)
Anastos, Aspasia
Mt. Wachusett Community College (MA)

Anderson, Judith
Clark Technical College (OH)
Anderson, Laurie A.
Suomi College (MI)
Anderson, Liz
Kirkwood Community College (IA)
Anderson, Russell
Triton College (IL)
Andrade, Luis A.
Butler County Community College (KS)
Andrews, Edgar
College of San Mateo (CA)
Armstrong, Anne C.
Walters State Community College (TN)
Aroian, Pauline
Chaffey College (CA)
Aron, Helen
Union County College (NJ)
Arts & Humanities
University of Maine (ME)
Ashton, Thomas L.
University of Massachusetts (MA)
Askins, William
Community College of Philadelphia (PA)
Atwell, James
Anne Arundel Community College (MD)
Atzenhoefer, Edward K.
Clark Technical College (OH)
Austin, Robert W., Jr.
Tacoma Community College (WA)
Avoy, Malcolm C.
Walters State Community College (TN)
Awtrey, Amy E.
Chabot College (CA)
Awtrey, Ramon L.
Evergreen Valley College (CA)

Babcock, Rosa B.
El Centro College (TX)
Bachman, Carol
Tuntis Community College (CT)
Badner, William
Cape Cod Community College (MA)
Bagura, Anna B.
Prestonburg Community College (KY)
Bahn, Adele
CUNY Graduate Center (NY)
Bailey, Jacqueline H.
Tomlinson College (TN)
Baines, William
Truckee Meadows Community College (NV)
Baker, Bill
Community College of Philadelphia (PA)
Baldwin, Robert E.
University of Toledo (OH)
Ball, Jerald T.
Chabot College Valley Campus (CA)
Ballard, Ronald L.
Hagerstown Junior College (MD)
Banks, Robert G.
Virginia Western Community College (VA)
Banner, James M., Jr.
American Association for the Advancement of the Humanities (DC)
Barker, Mary T.
Cleveland State Community College (TN)
Barnes, Elizabeth M.
CCHA
Barry, Roger J.
Lakeland College (IL)
Barth, Edward C.
Olbar Foundation (CA)
Bartholomew, Katherine Rankin
Bucks County Community College (PA)
Bassett, Dale
Kaskaskia College (IL)
Batscha, Paul
Lincoln Land Community College (IL)
Batty, Paul W.
Parkland College (IL)
Baxter, Lee
Glendale Community College (AZ)
Bayer, John
St. Louis Community College/ Meramec (MO)
Bayley, Conrad S.
Glendale Community College (AZ)
Bayley, Robert
Merritt College (CA)
Beal, Suzanne E.
Dundalk Community College (MD)
Beck, John J.
James Sprunt Technical College (NC)
Bekeart, Dana
Kauai Community College (HI)
Bell, Lavonne Pixley
Walla Walla Community College (WA)
Bellace, Patricia
Lord Fairfax Community College (VA)
Bellairs, Priscilla B.
Northern Essex Community College (MA)
Bellavance, Cortlandt
Atlantic Community College (NJ)
Bennett, Susan
Lane Community College (OR)
Benson, Harry K.
Maysville Community College (KY)
Benson, Paul
Mountain View College (TX)
Benson, Paula H.
University of Puerto Rico (PR)
Bentley, Norma E.
Cazenovia College (NY)
Berd, Malcolm
Triton College (IL)
Berger, Carol Altekruse
St. Louis Community College (MO)
Berger, Jeffrey
Community College of Philadelphia (PA)
Bernardi, Richard L.
Rock Valley College (IL)
Bestock, Donna
Skyline College (CA)
Bethany Lutheran College
Memorial Library (MN)
Betts, Ervin
Norwalk (CT)

Beuttler, Rose Marie
College of San Mateo (CA)
Biddle, William
Walter State Community College (TN)
Biesty, Patrick
County College of Morris (NJ)
Biffle, James
San Bernadino Valley College (CA)
Biggers, Cynthia J.
Parkland College (IL)
Billiar, Donald
Union County College (NJ)
Bilson, Barbara
Santa Monica College (CA)
Bindsell, Ken
Austin Community College (TX)
Bird, Barbara
Atlanta Jr. College (GA)
Bird, Mary Alice
Tulsa Junior College (OK)
Bisbee, Richard
Worthington Community College (MN)
Black, Allan M.
San Juan College (NM)
Blackman, A. F.
Anderson College Library (SC)
Blackman, Amanda H.
Tulsa Junior College (OK)
Blackmon, Anna C.
Brevard Community College (FL)
Blondin, Bruce R.
Solano College (CA)
Bloomfield, Edward H.
Cerritos College (CA)
Bobkoff, Michael
Westchester Community College (NY)
Bodek, Evelyn
Philadelphia Community College (PA)
Bodnaruk, Vira
Daley College/Chicago (IL)
Boegeman, Margaret B.
Cypress College (CA)
Boghosian, Thomas F.
Atlantic Community College (NJ)
Bohlander, Jill
Pierre College (CA)
Boland, Robert M.
Berkshire Community College (MA)
Bonnell, Allen T.
Community College of Philadelphia (PA)
Booher, Sandra C.
Los Mederos College (CA)
Boone, Bruce
Southeastern Illinois College (IL)
Bottorff, James H.
Tarrant County Junior College (TX)
Bourcher, Sara P.
Florida Junior College (FL)
Bounds, Gail
Thomas Nelson Community College (VA)
Boyer, Lawrence B.
Alpena Community College (MI)
Bradley, Michael
Motlow State Community College (TN)
Brady, Mary
Orange Coast College (CA)
Bragg, Robert G.
Whatcom Community College (WA)
Bramlett, George
College of San Mateo (CA)
Branda, Robert
Rock Valley College (IL)
Breed, Loree
Longview Community College (MO)
Breitwieser, Dianne
St. Louis Community College
at Meramec (MO)
Brewer, Samuel A.
College of the Redwoods (CA)
Brighouse, Jeb
Glendale Community College (CA)
Brindell, Kathleen
Chaffey College (CA)
Britt, John C.
Lee College (TX)
Britto, Neville B.
Delta Community College (MI)
Brod, Richard
Modern Language Association (NY)
Broer, Paul
New York City Technical College (NY)
Brofman, Margaret H.
Montgomery College (MD)
Brosi, David W.
Danville Area Community College (IL)
Brown, James L.
Kansas City Community College (KS)
Brown, Jerry M.
Long Beach City College (CA)
Brown, Joanne
Des Moines Area Community College (IA)
Browne, Gerald D.
Kauai Community College (HI)
Browne, Stanley
Tuskegee Institute (AL)
Brucks, Sr. M. Luanna
St. Mary's Junior College (MO)
Brunet, David
University of Wisconsin — Fox Valley (WI)
Bryant, Glenna
Merritt College (CA)
Buckalew, Charles
Lorain County Community College (OH)
Buhr, Majorie
Miami-Dade Community College (FL)
Buker, Alden
Manchester Community College (CT)
Bullis, James H.
Mineral Area College (OH)
Bullock, Richard D.
Bucks County Community College (PA)
Burchinal, Kenneth H.
Coffeyville Community College (KS)
Burgos-Sasscer, Ruth
Aguadilla Regional College (PR)
Burke, Bobbye J.
Community College of Philadelphia (PA)

Burke, Robert P.
Joliet Junior College (IL)
Burks, Thompson
University College of Cincinnati (OH)
Burns, Ann
Chattahoochee Valley Community College (AL)
Burow, Dietrich K.
South Central Community College (CT)
Buscemi, Santi V.
Middlesex County College (NJ)
Butler, H. Scott
Newport News (VA)
Buys, Ekdal J., Jr.
Central Arizona College (AZ)
Bynum, Terrell Ward
Dutchess Community College (NY)
Byrum, Naomi
Tyler Junior College (TX)
Byrum, C. Stephen
Chattanooga State Community College (TN)

Cade, Edward W.
Parkland College (IL)
Cadigan, John F., Jr.
New York State Assembly (NY)
Caldwell, Patricia
Clark County Community College (NV)
Camizzi, Francis
Kirkwood Community College (IA)
Campbell, James
C. S. Mott Community College (MI)
Campbell, Lois
Des Moines Area Community College (IA)
Canney, Daniel J.
Cuesta College (CA)
Cantor, Harold
Mohawk Valley Community College (NY)
Capella, Barry John
Orange County Community College (NY)
Capstaff, Genevieve
Moraine Valley Community College (IL)
Cardwell, John
Parkland College (IL)
Carlson, Charles R.
Bakersfield College (CA)
Carmean, C. Jean
Whatcom Community College (WA)
Carpenter, Lucas
Suffolk County Community College (NY)
Carroll, Constance M.
Indian Valley Colleges (CA)
Carter, Allen
College of DuPage (IL)
Carter, Dorothy L.
Randolph Technical College (NC)
Carter, Elise B.
Northern Virginia Community College (VA)
Casali, Patrick V.
Oakton College (IL)
Case, Chester H.
Los Medanos College (CA)
Caskey, David H.
Rock Valley College (IL)

Cecil, Donald
Sitka Community College (AK)
Chaffee, John
LaGuardia Community College (NY)
Chance, Russell J.
John C. Calhoun Community College (AL)
Chaney, L. Dwight
Paris Junior College (TX)
Chang, Betty
Kalamazoo Valley Community College (MI)
Chapin, Herman
Macomb County Community College (MI)
Chase, Sister Consuela
Mallinckrodt College (IL)
Chen, Victor
Chabot College (CA)
Chernowski, George
Trocaire College (NY)
Chowenhill, Dean
College of San Mateo (CA)
Chriss, Michael
College of San Mateo (CA)
Christensen, Jane
National Council of Teachers of English (IL)
Christenson, John P.
Contra Cost College (CA)
Ciummo, Joseph A.
Community College of Allegheny County (PA)
Clark, David L.
Prairie State College (IL)
Clark Jacquelyn W.
Jefferson Community College (KY)
Clark, Judith
University of Wisconsin Center, Washington County (WI)
Claxton, Evelyn E.
Rend Lake College (IL)
Cloutier, Arthur C.
Manchester Community College (CT)
Cloyd, Lela Branch
University of Southern California (CA)
Cochran, Charles
Marshalltown Community College (IA)
Cohen, Arthur M.
Center for the Study of Community Colleges (CA)
Colaccio, John J.
Bergen Community College (NJ)
Cole, Ralph D.
NEO A & M College (OK)
Collien, William
Triton College (IL)
Collins, James D.
College of the Siskiyous (CA)
Collinson, John
University of New Haven (CT)
Connell, Thomas P.
Ocean County College (NJ)
Cook, Nancy W.
Highland Park (IL)
Coomber, David
Shelby Community College (TN)

Cooper, Bobby
Utica Junior College (MS)
Cooper, James G.
South Plains College (TX)
Cooper, M. Thomas
Monroe Community College (NY)
Coovelis, James F.
Chabot College (CA)
Copeland, Marion W.
Holyoke Community College (MA)
Cormier, Robert E.
Keystone Junior College (PA)
Cornelius, Erwin
McHenry County College (IL)
Cornelius, Janet
Danville Area Community College (IL)
Cosgrove, Allen
Somerset County College (NJ)
Costin, Kathryn
James Sprunt Technical College (NC)
Coty, Jim
Mott Community College (MI)
Cowan, Joy
Peninsula College (WA)
Cowens, Isabelle
Bunker Hill Community College (MA)
Craddick, Jan
Sheldon Jackson College (AK)
Craft, Carolyn R.
Jefferson Technical College (OH)
Craft, Dale L.
Westmoreland County Community College (PA)
Crane, Jean Y.
Tarrant County Junior College, South Campus (TX)
Crask, Rose Marie
Jefferson Community College (KY)
Crawford, Douglas
Edison State Community College (OH)
Crawford, James E.
Walters State Community College (TN)
Crawford, Joan B.
Garrett Community College (MD)
Crawford, Sheri
West Valley College (CA)
Crone, Robert W.
Garrett Community College (MD)
Cronk, George
Bergen Community College (NJ)
Cruickshank, Ian
St. Louis Community College (MO)
Crum-Cox, Susan
St. Catherine College (KY)
Crumbley, Faye
Calhoun Community College (AL)
Cudney, Charles H.
Walla Walla Community College (WA)
Culver, C. D.
Jackson State Community College (TN)
Cundiff, Lois M.
Jefferson Community College (KY)
Curtis, Stephan M.
St. Louis Community College/ Forest Park (MO)
Cushman, Julie A.
Olympia Technical Community College (WA)
Cuvillier, Paulette
Broward Community College (FL)

D'Agostino, Rose
Orange County Community College (NY)
Dallas, Jo
Community College of Allegheny County (PA)
Daly, Michael J.
Glendale Community College (CA)
Damiani, Brian P.
Tidewater Community College (VA)
Danesi, Sharon
Mineral Area College (CO)
Daube, Jonathan M.
Berkshire Community College (MA)
Davidsen, Deloy
Marshalltown Community College (IA)
Davidson, Mary E.
Cedar Valley College (TX)
Davis, Charles W.
DeKalb Community College (GA)
Davis, Gregory
College of San Mateo (CA)
Davis, Helen M.
Jefferson Community College (KY)
Davis, Jo
Parkland College (IL)
Davis, Tom
Ulster County Community College (NY)
Dawes, Karen Ray
James Sprunt Technical College (NC)
Dawson, William J., Jr.
New River Community College (VA)
Day, Marjorie
Everett Community College (WA)
Deamer, Pat
Skyline College (CA)
Dean of Arts and Sciences
Pikes Peak Community College (CO)
Deane, Frank
Berkshire Community College (MA)
Deans, John
Jefferson Community College (NY)
Dearden, Layne
Ricks College (ID)
Decker, Carmen
Cypress College (CA)
DeFever, Susanna
St. Clair Community College (MI)
DeGrado, Francis
Triton College (IL)
Dehart, A. Robert
De Anza College (CA)
DeHaven, R. Kenneth
Tri-County Technical College (SC)
DeJulis, LaRayne
Miles Community College (MT)
DeLeers, Vincent
Edmonds Community College (WA)
DeLorenzo, Dominick D.
Union County College (NJ)

Delugach, Phyllis
Triton College (IL)
Dennis, Sherry
Jefferson Community College (NY)
Desmond, Morgan
SUNY at Cobleskill (NY)
DeVillez, Randy
Moraine Valley Community College (IL)
Dewes, Karen Ray
James Sprunt Technical College (NC)
Dickason, Katherine
Short Hills (NJ)
Dickenson, Russell L.
Hutchinson Community College (KS)
Dickey, Frank L., Jr.
Cerro Coso Community College (CA)
Dickson, Cheryl
Minnesota Humanities Commission (MN)
Dickson, Mary Jane
Tarrant County Junior College (TX)
Di Croce, Deborah
Tidewater Community College (VA)
Dill, Anne Holden
Gadsden State Junior College (AL)
Dillard, Georgia
Phoenix College (AZ)
Dimitriou, Agnes L.
College of San Mateo (CA)
Dinbergs, Ruth B.
Montgomery College (MD)
Dixon, Betty L.
Santa Ana College (CA)
Dobkins, Betty Brooke
Tulsa Junior College (OK)
Dockery, Carl
Tri-County Community College (NC)
Dodson, Lee
Rockingham Community College (NC)
Doggrell, Joan
Clark County Community College (NV)
Doig, James C.
Clayton Junior College (GA)
Dolan, Patrick T.
Arapahoe Community College (CO)
Donahoe, Mary A.
Central Oregon Community College (OR)
Donahue, Michael
Camden County College (NJ)
Donnelly, Brian
Central Ohio Technical College
Doran, Carter
Mt. San Antonio College (CA)
Doran, James P.
Ocean County College (NJ)
Douglas, Marcy
Gavilan College (GA)
Douglas, Robert
Anchorage Community College (AK)
Dover, Nancy
Westark Community College (AR)
Dowdy, Billy V.
McLennan Community College (TX)
Doyle, Daniel J.
Williamsport Area Community College (PA)
Doyle, Raymond G.
Columbia-Greene Community College (NY)
Drabeck, Bernard A.
Greenfield Community College (MA)
Dreger, Sister Irma
Mallinckrodt College (IL)
Dreher, Debora
Jacksonville (FL)
Dreisbach, Christopher
Villa Julie College (MD)
Drewek, Paula A.
Macomb City Community College (MI)
Driver, Margarete
Middlesex County College (NJ)
DuBois, Barbara R.
University of New Mexico-Los Alamo (NM)
Dudgeon, Jean
Elizabethtown Community College (KY)
Dugan, Marjorie
Community College of Philadelphia (PA)
Dumbleton, Duane
Florida Junior College at Jacksonville (FL)
Dunlap, Elaine
Diablo Valley College (CA)
Durst, A. Dean
Rock Valley College (IL)
Duszynski, Timothy J.
Montgomery College (MD)
Dwyer, Doris D.
Western Nevada Community College (NV)
Dykes, Donna
Cumberland College (TN)
Dzik, Michael A.
North Dakota State School of Science (ND)

Eagle, Anita
Princeton University (NJ)
Earley, Kathy
Middlesex County College (NJ)
Eason, Douglas O.
Columbia State Community College (TN)
Eaton, Judith S.
Clark County Community College (NV)
Ebersole, Jay F.
Harrisburg Area Community College (PA)
Eckelberg, Cyril
Clinton Community College (IA)
Edelstein, Eileen
North Shore Community College (MA)
Edmonds, Dale
Portland Community College (OR)
Edmondson, Vernon R.
New Mexico Military Institute (NM)
Edrington, Devon
Tacoma Community College (WA)
Edwards, Paul
Fairmont State College (WV)
Egan, Sister Mary
Elizabeth Seton College (NY)
Egasse, Nanne
Saddleback College (CA)
Eggleston, Patricia C.
Delta College (MI)

Eichelman, Sarah M.
Walters State Community College (TN)
Eichmeier, H. "Chris"
Clinton Community College (IA)
Eisenberg, Diane U.
National Consortium for Public Policy Education (DC)
Elliot, Robert
Hudson County Community College (NJ)
Ellis, Helen E.
Greenfield Community College (MA)
Ellis, W. P.
Essex Community College (MD)
Emig, Jules
Tulsa Junior College (OK)
Emond, Louis
Dean Junior College (MA)
England, Carter
Rockland Community College (NY)
Engler, Barbara
Union County College (NJ)
Epstein, Donald B.
Clackamas Community College (OR)
Erickson, Melvin A.
Clinton Community College (IA)
Escarcega, Emilio
Pima Valley College (CA)
Eskridge, John C.
Community College of Allegheny County (PA)
Essen, James R.
Macomb County Community College (MI)
Essiet, Evaleen J.
Community College of Allegheny County (PA)
Estes, Jack
Peninsula College (WA)
Ewing, Dessa
Delaware County Community College (PA)

Fairchild, Diane M.
City College of San Francisco (CA)
Farris, Julian E.
Florida Junior College (FL)
Fator, Gertrude Yvonne
Laney College (CA)
Fedor, Joan
Highline College (WA)
Fenlon, Katherine F.
Jefferson Community College (NY)
Ferrante, John C.
Community College of Allegheny County (PA)
Fergusson, Dianne S.
Midlands Technical College (SC)
Ferrance, Francis J.
Victor Valley College (CA)
Field, Crystal M.
Penn Valley Community College (MO)
Fife, E. Thomas
James Sprunt Technical College (NC)
Fink, Paul F.
Moorpark College (CA)
Finklestein, Bonnie B.
Montgomery County Community College (PA)
Finkelston, Ted
St. Louis Community College - Florissant Valley (MO)
Fisher, Janet C.
Stark Technical College (OH)
Fisher, Nancy M.
Roane State Community College (TN)
Fishinger, Sondra
Union County College (NJ)
Fitzgerald, Richard F.
Florida Keys Community College (FL)
Flanigan, Lloyd
Piedmont Virginia Community College (VA)
Flax, Stanley
Community College of Baltimore (MD)
Fletcher, Paul F.
Bristol Community College (MA)
Flint, Martha
Housatonic Community College (CT)
Floyd, Carolyn L.
Kodiak Community College (AK)
Flynn, Elizabeth Ann
Chabot College (CA)
Foote, Jim
Red Deer College (Canada)
Forbman, Evelyn
Greater Hartford Community College (CT)
Ford, Richard Charles
Muskegon Community College (MI)
Forman, Edward H.
Community College of Philadelphia (PA)
Forte, Leslie
Northern Virginia Community College (VA)
Franklin, Phyllis
Association of Departments of English (NY)
Frayne, Eva
Parkland College (IL)
Freda, Adolph F.
West Orange (NJ)
Freeman, Wynora W.
Tuscaloosa (AL)
Friedman, Enid
Essex County College (NJ)
Friedman, Richard F.
Central Oregon Community College (OR)
Friedwald, Marion
New York City Technical College (NY)
Fry, Lee
Kirkwood Community College (IA)

Ganz, Diane S.
Montgomery College (MD)
Gardenhire, Doris
Henderson County Junior College (TX)
Gardner, Thomas P.
Southeastern Community College (IA)
Gasarch, Pearl
New York City Technical College (NY)
Gaskey, Norma L.
Jefferson Community College (KY)

Geddes, Patricia
Cypress College (CA)
Gellman, Lola B.
Queensborough Community College (NY)
Gentry, Robert B.
Florida Junior College (FL)
Gerson, Jessica
Dutchess Community College (NY)
Gidden, Nancy Ann
Dalton Junior College (GA)
Gill, Margaret
Union County College (NJ)
Gill, Patricia
Denmark Technical College (SC)
Gill, Thomas S.
Chemeketa Community College (OR)
Gillespie, Harold R., Jr.
Central Oregon Community College (OR)
Gilliard, Bari Lynn
Greater Hartford Community College (CT)
Gilroy, Vivienne
Union County College (NJ)
Gingerich, Julie
Des Moines Area Community College (IA)
Gist, Pamela
Cedar Valley College (TX)
Glatt, Robert
Sullivan County Community College (NY)
Glick, Ervie L.
Hesston College (KA)
Gluckstadt, Ilse
College of San Mateo (CA)
Gold, Beverly
Community College of Baltimore (MD)
Goldberg, Bernard A.
Write Professional Service (CA)
Goldenberg, Myrna
Montgomery College (MD)
Goldberg, Georgine
Green River Community College (WA)
Goldsberry, Max R.
Garden City Community College (KS)
Gong, Michael
Triton College (IL)
Good, Fran
Longview Community College (MO)
Goodell, Alan
Mt. Hood Community College (OR)
Goodson, Virginia
Tarrant County College (TX)
Gorecki, John E.
Albany Junior College (GA)
Gose, Barbara
Riverton (WY)
Gottschalk, Jewell-Ann
Piedmont Virginia Community College (VA)
Gould, Clinton A.
Community College of Philadelphia (PA)
Grable, Laurence
Florissant Valley Community College (MO)
Grande, Luke
Broward Community College (FL)
Grandt, Frances Allen
Glendale Community College (AZ)

Granger, Barbara O.
Thomas Nelson Community College (VA)
Graves, James L.
Palo Verde Community College (CA)
Gray, Robert
College of DuPage (IL)
Greco, Carol
Union County College (NJ)
Green, Andrea
Union County College (NJ)
Green, Harris R.
DeKalb Community College (GA)
Greenhill, Kenneth A.
Victoria College (TX)
Gribbon, Roberta R.
Chesapeake College (MD)
Griffin, Anita R.
Utica Junior College (MS)
Griffin, Betty S.
Spartanburg Methodist College (SC)
Griffin, Carl H.
DeKalb Community College (GA)
Grimes, M. Katherine
Western Piedmont Community College (NC)
Groman, George L.
LaGuardia Community College (NY)
Groves, Cecil
Austin Community College (TX)
Gruen, Elizabeth
Union County College (NJ)
Gulliford, Andrew
Colorado Mountain College (CO)
Gustafson, R. David
Rock Valley College (IL)
Gwathmey, Margaret
Skyline College (CA)

Haddad, Margaret
Maricopa Community College (AZ)
Hake, Jon
St. Louis Community College (MO)
Hall, James R.
Edmonds Community College (WA)
Hall, Terry A.
Alpena Community College (MI)
Hamm, Russell E.
College of Lake County (IL)
Hammer, Edna C.
Montgomery College (MD)
Hampton, Henry L.
Fullerton College (CA)
Hancock, Edward
Truckee Meadows Community College (NV)
Hann, Bruce
Des Moines Area Community College (IA)
Hanna, Paul S.
Northern Nevada Community College (NV)
Hanningsmeier, Barbara Jo
Des Moines Area Community College (IA)
Hansen, Britta D.
Lane Community College (OR)
Haracz, Paul
Triton College (IL)
Harblin, Thomas D.
Paul Smith's College (NY)

Hardy, Michael D.
Community College of Philadelphia (PA)
Hardy, Tom
North Virginia Community College (VA)
Hargreaves, Hal H.
Chemeketa Community College (OR)
Harker, Patricia
Rock Valley College (IL)
Harman, William C.
Delta College (MI)
Harney, James M.
Eastern New Mexico University (NM)
Harris, Bill
Sandhills Community College (NC)
Harris, Sandra H.
Tidewater Community College (WA)
Harrison, Sydney M.
Edison Community College (FL)
Harrold, Valerie
Delta College (MI)
Hart, Trusten A.
Mt. Hood Community College (OR)
Harvey, Dale
Flathead Valley Community College (MT)
Harwood, William T.
Dutchess Community College (NY)
Hasson, Dian
Butte College (CA)
Hatoff, Julie
Mira Costa College (CA)
Hawley, Adrienne P.
Union County College (NJ)
Hawrylciw, Chester W.
Northern Essex Community College (MA)
Hayes, Paula Sue
Shelton State Community College (AL)
Haznedl, Ronald G.
McHenry County College (IL)
Herberlein, Larry
Edmonds Community College (WA)
Hecker, David
Olympic College (WA)
Hedges, Larry
Kansas Committee for Humanities (KS)
Hemdahl-Owen, Ann
Jefferson Community College (KY)
Henderson, John
Scottsdale Community College (AZ)
Hendrick, Larry
Sacramento City College (CA)
Heneghan, Michael
North Virginia Community College (VA)
Hendricks, Karen
University of Illinois (IL)
Hendrickson, Thomas M.
Cerritos College (CA)
Herian, Roger
Madison Area Technical College (WI)
Herman, Paul
Fraser Valley College (Canada)
Hernan, John J.
Montgomery County Community College (PA)
Herold, Donald L.
Berkshire Community College (MA)
Hart, Judith
San Bernadino Valley College (CA)
Hart, Ron S.
Mountain View College (TX)
Herzog, Robert H.
Monroe Community College (NY)
Herzstein, Leonard E.
Skyline College (CA)
Heymann, Jane N.
Mitchell Community College (NC)
Hibdon, Nila
Maplewoods Community College (MO)
Hiedemann, Robert E.
John Tyler Community College (VA)
Hill, Joan
Florida Junior College (FL)
Hils, Ralph J.
Atlanta Junior College (GA)
Hines, Mary E.
Catonsville Community College (MD)
Hinde, David W.
Rock Valley College (IL)
Hodgden, Betty
Shawnee State Community College (OH)
Hodges, Helen
Midway College (KY)
Hoffman, Robert
Piedmont Technical College (SC)
Hoffner, Dorothea R.
Union County College (NJ)
Hogan, Lawrence D.
Union County College (NJ)
Hollis, Edna S.
Lewis and Clark Community College (IL)
Holmes, LeVell
Sonoma State University (CA)
Hoppe, Z. Joyce
Lane Community College (OR)
Hopkins, Gertude B.
Harford Community College (MD)
Horowitz, Daniel
Scripps College (CA)
Horvath, Ronald J.
Jefferson Community College (KY)
Hoshaw, Lloyd
Rock Valley College (IL)
Howard, Judith Jeffrey
Arlington (VA)
Howard, Larry
Los Medanos College (PA)
Howton, Clement
John C. Calhoun Community College (AL)
Hoy, Nancy Jo
Saddleback College (CA)
Hoyle, Carolyn
College Station (TX)
Hoyle, Margaret
Grand Rapids Junior College (MI)
Hubbs, Janet B.
Ocean County College (NJ)
Huber, Jane
Northampton Community College (PA)
Hucker, Donald
Cypress College (CA)

Hudson, Julie
Community College of Denver (CO)
Humanities Division
Phoenix Community College (AZ)
Humphreys, David M.
Cayahoga Community College (OH)
Hungate, Mary G.
Columbia Basin Community College (WA)
Hunt, David
Triton College (IL)
Hunt, Ralph W. E.
Pensacola Junior College (FL)
Hunt, Linda
Hocking Technical College (OH)
Hunter, Jean
Essex Community College (MD)
Hyde, Margaret
Evergreen Valley College (CA)
Hylander, Joan
CCHA (NJ)

Illert, Paul
St. Louis Community College (MO)
Innes, Murray, III
Blue Mountain Community College (OR)
Ireland, Michael R.
Dawson Community College (MT)
Irlen, Harvey S.
Oakton Community College (IL)
Irwin, Millard
Cabrillo College (CA)
Isham, George F.
Clark County Community College (NV)

Jackson, Jean
University of Illinois (IL)
Jacob, Greg
Umpqua Community College (OR)
Jacot, Robert E.
Triton College (IL)
Jallings, Elizabeth F.
Madison Area Technical College (WI)
James, Gary
Honolulu Community College (HI)
Janke, Frederick H.
Tompkins-Cortland Community College (
Jellema, Leonard
Moraine Valley Community College (IL)
Jennings, Ben H.
Virginia Highlands Community College (VA)
Jennings, Merry J.
Virginia Highlands Community College (VA)
Jernigan, Judith B.
Orange Coast College (CA)
Jewett, Marsha Z.
City College of San Francisco (CA)
Johnson, Ben
Southern Arkansas University (AR)
Johnson, Charles L.
Randolph Technical College (NC)
Johnson, Gloria Dunn
Broward Community College (FL)
Johnson, Lawrence, Jr.
Union County College (NJ)
Johnson, Roger K.
Mt. San Antonio College (CA)
Johnson, Virginia Tinsley
North Idaho College (ID)
Jolly, James
Shelton State Community College (AL)
Jones, Jeanette H.
Alexander City State Jr. College (AL)
Jones, Jere
Somerset County College (NJ)
Jones, M. Jean
Columbia State Community College (TN)
Jones, Renee R.
Delta College (MI)
Jones, Wallace
Rock Valley College (IL)
Joy, Carla M.
Community College of Denver (CO)
Joyce, Rev. Raymond
St. Gregory's College (OK)

Kacher, Russel
Anne Arundel Community College (MD)
Kai, Fred S.
El Camino College (CA)
Kalfus, Richard
St. Louis Community College at Meramec (MO)
Kaplan, Suzanne B.
Schoolcraft College (MI)
Kartsounis, Mary
Skyline College (CA)
Kasachkoff, Tziporah
Borough of Manhattan Community College (NY)
Katz, Eleanor F.
Orange Coast College (CA)
Katz, Richard C.
Modern Language Association (NY)
Kaufman, Suzanne
Rock Valley College (IL)
Kearney, Norman
Rock Valley College (IL)
Keener, Lu Ann
Southern Arkansas University (AR)
Kehoe, Thomas J.
Union County College (NJ)
Kehrer, Grace Strong
Valencia Community College (FL)
Kekke, Rhonda
Kirkwood Community College (IA)
Kell, Jo Ann
Walters State Community College (TN)
Kelly, Cecelia L.
Schoolcraft College (MI)
Kenny, John C.
Middlesex County College (NJ)
Kettlewell, Gail B.
Tidewater Community College (VA)
Kickels, Mary Kay
Triton College (IL)
Kido, Janice K.
Hawaii Community College (HI)

Kies, Edward J.
College of DuPage (IL)
Kimball, Robert N.
Gogebic Community College (MI)
Kime, Benc:a Kay
Jackson State Community College (TN)
Kingsbury, Leslie
Rock Valley College (I!)
Kirchner, Landon C.
Johnson County Community College (KS)
Kirkpatrick, Sandra
Northern Virginia Community College (VA)
Kissh, Martha Barolin
Jamesburg (NJ)
Kleinmann, Bette
Tarrant County Junior College, South Campus (TX)
Knack, June
Phoenix College (AZ)
Knight, John H.
Illinois Valley Community College (IL)
Knirpel, Vivian V.
Brevard Community College (FL)
Koenig, Diane
Columbia-Greene Community College (NY)
Kolb, Alfred
Quinsigamond Community College (MA)
Kolsky, Jim
Western Nevada Community College (NV)
Kopcho, Ronald J.
Mercer County Community College (NJ)
Kowalke, Kit
Honolulu Community College (HI)
Krahn, Albert E.
Milwaukee Area Technical College (WI)
Kramer, Barbara K.
Gainesville (FL)
Kravec, Maureen T.
Mater Dei College (NY)
Krekenbohm, William P. (Mrs.)
Hagerstown Junior College (MD)
Kreps, Sarah E.
Tidewater Community College (VA)
Kreuzberger, Margaret M.
Mid-Plains Community College (NB)
Krieger, William C.
Fort Steilacoom Community College (WA)
Krol, Clarice, Sr.
Triton College (IL)
Kudless, Joseph
Somerset County College (NJ)
Kukura, Philip
Bunker Hill Community College (MA)
Kurki, Allan W.
Johnson County Community College (KS)

Ladd, Magdalena
Clackamas Community College (OR)
Ladner, Benjamin
National Humanities Faculty, Inc. (GA)
Lagoe, Litsa
College of Lake County (IL)
Lahti, Glenn
Macomb County Community College (MI)
Lamont, Herbert B.
West Los Angeles College (CA)
Lane, George
Lasell Junior College (MA)
Lane, Ronald W.
Modesto Junior College (CA)
Langenfeld, Frank J.
Black Hawk College (IL)
Langevin, Edgar
Worcester (MA)
Langhans, Margaret
Orange Coast College (CA)
LaPaglia, Nancy
Daley College (IL)
La Pierre, Charles M.
Jefferson Community College (NY)
Lapp, Rudolph M.
College of San Mateo (CA)
Larimer, Daniel M.
Northampton County Area Community College (PA)
Larson, Dale
Grays Harbor College (WA)
Lauer, Helen
La Guardia Community College (NY)
Laurie, Judith A.
Ocean County College (NJ)
La Vigne, Harold
Western Nevada Community College (NV)
LaVista, Daniel J.
Lorain County Community College (OH)
Lavrakas, Lefteris
Costa Mesa (CA)
Lawrence, Robert
Jefferson Community College (KY)
Le, Son Minh
Mission College (CA)
Leary, Mary Jane
Kirkwood Community College (IA)
Le Blanc, Elizabeth
Oakton Community College (IL)
Lederer, Norman
Lower Columbia College (WA)
Ledford, Alice L.
Tri County Community College (NC)
Le Duc, Ernest
College of DuPage (IL)
Lee, Frederick S.
Community College of Baltimore (MD)
Lee, Priscilla
College of San Mateo (CA)
Leistra, Ronald M.
Portland Community College (OR)
Leonard, Frances
Texas Humanities Resource Center (TX)
Leondar, Arnold
Tarrant County Junior College, Northeast (TX)
LeProvost, Laurette
Caldwell Community College (NC)
Leptak, Jeffrey
Sinclair Community College (OH)
Levee, David M.
Broome Community College (NY)

Levering, Jacqueline
Long Beach City College (CA)
Levin, Robert L.
North County Community College (NY)
Levis, R. C.
Pasadena City College (CA)
Levy, Edward R.
Westark Community College (AR)
Lew, Tom
El Camino College (CA)
Lewis, Marshall
Wayne Community College (NC)
Lewis, Mattie L.
Parkland College (IL)
Leyson, Lis
Fullerton College (CA)
Licciardolo, Rita
Cedar Grove (NJ)
Liebman, Emily M.
Florissant Valley Community College (MO)
Light, Fred
Cypress College (CA)
Lighthall, Arlene
Mira Costa College (CA)
Lindgren, Betty
Skyline Community College (CA)
Lindsey, Daniel L.
College of DuPage (IL)
Linett, Alexandra
Delaware Technical & Community College (DE)
Lipkis, Joyce
Santa Monica College (CA)
Lippert, Nancy
Scottsdale Community College (AZ)
Logan, Georgia S.
De Anza College (CA)
Logue, James E.
Williamsport Area Community College (PA)
Loman, Sandra L.
Madison Area Technical College (WI)
Lombardi, Jan
Miramar College (CA)
Long, Larry W.
New River Community College (VA)
Loomis, Patricia A.
Jefferson College (MO)
Loprieno, John
Triton College (IL)
Lorenzi, Paul
Somerset County College (NJ)
Loss, Bonnie
Yavapai College (AZ)
Lostracco, Joe
Austin Community College (TX)
Love, Floriece C.
Edison Community College (FL)
Loveday, Thomas E.
Mohave Community College (AZ)
Low, John
Dundalk Community College (MD)
Low, Virginia B.
Greenfield Community College (MA)
Lowery, Marvin
Daytona Beach Community College (FL)

Lroia, Win B.
J. Sargeant Reynolds Community College (VA)
Lucarelli, John
Community College Allegheny County (PA)
Luce, Henry
Brookdale Community College (NJ)
Lukenbill, Jeffrey D.
Miami-Dade Community College (FL)
Lukin, Leonard
Tacoma Community College (WA)
Lyda, Hap
Tarrant County Junior College, South Campus (TX)
Lynch, Daniel J.
LaGuardia Community College (NY)
Lynch, Judith
Bergen Community College (NJ)

MacKay Library
Union County College (NJ)
MacKellar, Linda
Midway College (KY)
MacKenzi, Lawrence
Birchrunville (PA)
Madden, Edna
Motlow State Community College (TN)
Mader, Eva R.
North Seattle Community College (WA)
Madrigal, Dennis
Puerto Rico Junior College (PR)
Mael, Phyllis
Pasadena City College (CA)
Maffett, Jim
Rogue Community College (OR)
Maffey, Afra P.
Cranford (NJ)
Maffey, Constant O.
Cranford (NJ)
Mahan, Charles
Chattanooga State Technical Community College (TN)
Maioroff, Ann
Palomar College (CA)
Manley, Justine M.
Chicago (IL)
Mantilla, Sylvia
Green River Community College (MA)
Maquire, Peter
County College of Morris (NJ)
Marafino, Elizabeth A.
Tunxis Community College (CT)
Marcus, Anne
Edison Community College (FL)
Mariseseau, Kenneth G.
Mt. Wachusett Community College (MA)
Markoff, Robert A.
Union County College (NJ)
Marohn, John
Niagara County Community College (NY)
Maronde, Doreen
Kirkwood Community College (IA)
Marquardt, L. R.
Denver (CO)

Marrero, Orlando R.
Inter American University of PR (PR)
Marsh, Joseph
Hudson Valley Community College (NY)
Marshall, Cynthia
Skyline Community College (CA)
Martin, F. David
Bucknell University (PA)
Martinez, Juan Antonio
Miami (FL)
Marty, Myron
National Endowment for the Humanities (DC)
Marvin, Edyth Skinner
County College of Morris (NJ)
Marx, Barbara Spencer
Northern Virginia Community College (VA)
Mason, Aimee H.
Seminole Community College (FL)
Mason, Nancy
Franklin High School (NJ)
Matheson, Kenneth C.
Lasell Junior College (MA)
Mattei, Carlos Ramos
University of Puerto Rico (PR)
Matteson, Richard
Alpena Community College (MI)
Matthews, Mary F.
Illinois Central College (IL)
Mauzy, Nancy
Claremore College (OR)
Maxym...k, Walter
Ocean County College (NJ)
Mayer, Elsie F.
Henry Ford Community College (MI)
McArdle, Ellen C. Nugent
Somerset County College (NJ)
McCadden, Joseph F.
Burlington County College (NJ)
McCarthy, James R.
Milwaukee Area Technical College (WI)
McCarty, Michael L.
Utica Junior College (MS)
McClanahan, Carole E.
Danville Community College (VA)
McCombe, Carol
Tri-County Technical College (SC)
McCommon, Alex W.
Moberly Junior College (MO)
McCracken, Timothy E.
Union County College (NJ)
McEachlern, Barbara
Lakeland Community College (OH)
McDade, Donald
Andover College (ME)
McEneaney, Patricia
Community College of Philadelphia (PA)
McEntyre, John
Los Medanos College (CA)
McGinnis, Lee Roy
Triton College (IL)
McGlockin, Gary
Bellevue Community College (WA)
McGlynn, Angela P.
Mercer County Community College (NJ)
McGrath, Dennis
Community College of Philadelphia (PA)
McGraw, Minerva SanJuan
Tri County Community College (NC)
McIntyre, Nancy E.
Montgomery College (MD)
McKeague, Patricia
Moraine Valley Community College (IL)
McKendry, John
County College of Morris (NJ)
McKinley, Bud
Somerset County College (NJ)
McKinney, Daphne
New York Community College (NY)
McLaren, Theda Babcock
University of Wisconsin-Fox Valley (WI)
McLester-Greenfield, Owana
Des Moines Area Community College (IA)
McNamara, Sr. Patricia Rae
St. Catharine Junior College (KY)
McQuaid, Mary A.
Black Hawk College (IL)
McWhirt, Mary Carol
Sinclair Community College (OH)
Meeks, Joyce D.
Frederick Community College (MD)
Megill, David W.
Mira Costa College (CA)
Meier, Dan
El Camino College (CA)
Meils, Michael J.
El Paso Community College (TX)
Meirendorf, Constance
Minneapolis Community College (MN)
Mellert, Robert B.
Brookdale Community College (NJ)
Meltzer, Sharon B.
Chicago City-Wide College (IL)
Mertz, Geraldine
Green River Community College (WA)
Meservey, Sabra F.
Dutchess Community College (NY)
Meyer, A. C.
St. Louis Community College - Florissant Valley (MO)
Meyer, Paula L.
Mesa College (CA)
Meyers, Tom
Highland Community College (IL)
Meza, Connie Rose
Phoenix Community College (AZ)
Michelman, Cherry
Springfield Technical Community College (MA)
Michelson, Bruce
University of Illinois (IL)
Miesen, James
Alpena Community College (MI)
Midtown Library
Shelby State Community College (TN)
Miles, Celia
Asheville-Buncombe Technical Institute (NC)
Miles, Curtis
Piedmont Technical College (SC)

Millsland, Alice L.
Big Bend Community College (WA)
Miller, Robert R.
Skyline College (CA)
Miller, Barbara
Seminole Community College (FL)
Miller, Evelyn E.
Manchester Community College (CT)
Miller, Gunhild
Rockland Community College (NY)
Miller, Herbert
New York City Technical College (NY)
Miller, Jack D.
Mt. Hood Community College (OR)
Miller, Jimmy H.
New Mexico State University, San Juan Campus (NM)
Miller, Laverne
Montgomery College (MD)
Miller, Maria B.
Jefferson Community College (KY)
Miller, Randall
Ricks College (ID)
Miller, Rosemary
NJ Consortium on the Community College, Inc. (NJ)
Miliken, Patricia
Triton College (IL)
Mills, Don
Long Beach City College (CA)
Messimer, Connie
Los Medanos College (PA)
Mitchell, Grace N.
Cosumnes River College (CA)
Mitchell, Rufus H.
Tri County Technical College (SC)
Moellering, Sr. Bernice
St. Mary's College of O'Fallon, Inc. (MO)
Moon, Eldon K.
Brevard Community College (FL)
Molloy, Michael
Kapiolani Community College (HI)
Molter, Leticia R.
Delta College (MI)
Monnin, Lloyd N.
Clark Technical College (OH)
Monroe Community College Library Rochester (NY)
Monteiro, Gloria
Montgomery College (MD)
Moore, Nancy
Community College of Allegheny County (PA)
Moore, Shelia G.
Community College of Baltimore (MD)
Moore, Wynelda
Lawson State Community College (AL)
Moorman, Larry
Yuba College (CA)
Moran, Charles
University of Massachusetts/Amherst (MA)
Morden, Joyce L.
Peninsula College (WA)
Moreman, Merrill R.
Fullerton College (CA)

Morgan, Dan
Scott Community College (IA)
Morgan, Dean
Olympic College (WA)
Morrell, Rex
Murray State College (OK)
Morris, Bert
Tidewater Community College (VA)
Morrison, Dorothy
Seminole Community College (FL)
Morrison, Peter
Saddleback College (CA)
Morse, Rebecca D.
Wayne Community College (NC)
Morton, Jack H.
Howard Community College (MD)
Moulton, Janice
West Valley Community College (CA)
Moxley, Aaron R.
El Paso Community College (TX)
Mraz, Joan
South Seattle Community College (WA)
Mulholland, Mitchell
Berkshire Community College (MA)
Mulkey, Gwendel D.
Tarrant County Junior College, South Campus (TX)
Mulligan, Mary Alice
Parkland College (IL)
Munchenk, Robert T.
Northampton County Area Community College (PA)
Murdach, Jo Ann J.
Hayward (CA)
Murray, John
County College of Morris (NJ)
Murray, John P.
Clark Technical College (OH)
Murphy, Miriam L.
New Jersey Committee for the Humanities (NJ)
Muyskens, Lois
Richland College (TX)
Myers, Reney
Middlesex County College (NJ)
Myers, Tom
Highland Community College (IL)

Nahman, Phyllis
Greenfield Community College (MA)
Nakamura, Caroline C.
Kauai Community College (HI)
Nall, Helen
John A. Logan College (IL)
Nance, Leonard L.
Piedmont Virginia Community College (VA)
Nelson, Bonnie A.
Glendale Community College (AZ)
Nelson, Dean J.
Dutchess Community College (NY)
Nelson, Ossa C., II
Sheridan College (WY)
Nelson, Ronald J.
University of Minnesota (MN)

Nemanich, Don
West Virginia Northern Community College (WV)
Nemeyer, Donald
Essex County College (NJ)
Neumann, Leslie L.
Forsyth Technical Institute (NC)
Nevala, Leo
Gateway Technical Institute (WI)
Neville, Margherita L.
Oral Roberts University (OK)
Newberry, Anthony L.
Jefferson Community College (KY)
Newcomer, Grace G.
Westchester Community College (NY)
Nickerson, Kathy
St. Clair County Community College (MI)
Nicklaus, Carol
Amarillo College (TX)
Nicolai, Albert H., Jr.
Middlesex County College (NJ)
Nielsen, Alice J. Barnes
Scott Community College (IA)
Nieman, Nancy Dale
Santa Monica College (CA)
Nibley, Linda S.
Glendale Community College (CA)
Nieves, Julie
St. Petersburg Junior College (FL)
Nik, Ninfa S.
Arlington (TX)
Nolan, Sister Mary Jane
Trocaire College (NY)
Nolen, Donald
Parkland College (IL)
Norton, John
Moraine Valley Community College (IL)
Nucifora, Joan E.
Columbia State Community College (TN)

O'Berry, Gregory H.
Florida Keys Community College (FL)
O'Brian, Leonard
Elgin Community College (IL)
Odom, Ralph W.
Leeward Community College (HI)
O'Donnell, George P.
Kapiolani Community College (HI)
Oelke, Karl
Union County College (NJ)
O'Hara, Maricarmen
Ventura College (CA)
Oleson, Donald A.
Long Beach City College (CA)
Olivi, Alfred
Essex County College (NJ)
Olson, Marian
Antelope Valley College (CA)
OmahaBoy, Nancy
Butler Community College (KS)
Opper, Edward
Nicolet College (WI)
O'Roark, Theresa
Dallas County Community College (TX)
Osborn, Frances P.
Monroe Community College (NY)
Osborne, John
Butte College (CA)
Oswald, Betty
Mississippi Gulf Coast Junior College (MS)
O'Toole, K. B.
Brandywine College (DE)
Ouse, Rodney J.
Cabrillo College (CA)
Owen, Betty
Broward Community College (FL)
Owens, William D.
Piedmont Virginia Community College (VA)

Pagan-Vargas, Leticia
Colegio Universitario Metropolitano (PR)
Palek, Mark
So. Seattle Community College (WA)
Palmer, Donald
Union County College (NJ)
Paquette, William
Tidewater Community College (VA)
Park, John
Ulster County Community College (NY)
Pasler, Rudolph J.
Salem Community College (NJ)
Pataro, Rosalie
Middlesex County College (NJ)
Patel, Monika
Oakton Community College (IL)
Patterson, Deborah E.
Edison Community College (FL)
Patton, John J.
Atlantic Community College (NJ)
Pawlowski, John
Broward Community College (FL)
Pearse, Irene F.
Middlesex County College (NJ)
Pease, Dan R.
Ellsworth Community College (IA)
Pecorino, Philip A.
Queensborough Community College (NY)
Pelton, Margaret M.
Miami-Dade Community College (FL)
Pennington, Elizabeth
Valencia Community College (FL)
Pepin, Ronald E.
Greater Hartford Community College (CT)
Perkins, John K.
Marymount Palos Verdes College (CA)
Perkins, William David
Schoolcraft College (MI)
Perrin, Peggy L.
Daytona Beach Community College (FL)
Perry, James
Hillsborough Community College (FL)
Perry, John V. B.
Lake Tahoe Community College (CA)
Peske, Mary
Turtle Mountain Community College (ND)
Petersen, Janice T.
Honolulu Community College (HI)

Peterson, Art
Middlesex County College (NJ)
Peterson, John E.
Long Beach City College (CA)
Petit, Susan
College of San Mateo (CA)
Pfeiffer, Raymond S.
Delta College (MI)
Phillips, Barry
Odessa College (TX)
Phillips, June J.
Southern University of Shreveport (LA)
Phipps, Richard
College of San Mateo (CA)
Phoenix Community College Humanities
Phoenix (AZ)
Pierce, Martha J.
North Harris County College (TX)
Pinderhughes, Julia
Union County College (NJ)
Pine, Sue Haynes
Florida Junior College (FL)
Pinney, Wilson G.
College of San Mateo (CA)
Plackowski, Linda C.
Delta College (MI)
Platt, Robert M.
Tarrant County Community College, South Campus (TX)
Plunkett, Charles R.
Canada College (CA)
Plunkett, Helen C.
Berkshire Community College (MA)
Pollock, Aggie
Jefferson State Junior College (AL)
Ponsford, Mary Ellen
Moraine Valley Community College (IL)
Pontrelli, Jeanny
Truckee Meadows Community College (NV)
Poplin, William L.
Lake City Community College (FL)
Popson, Joseph
Macon Junior College (GA)
Porter, Donald
College of San Mateo (CA)
Portolan, Janet S.
Chaffey Community College (CA)
Post, Gaines
University of Texas (TX)
Poston, Jo Ann D.
Davidson County Community College (NC)
Powell, Ellis
Louisiana State University (LA)
Powell, A. James
Polk Community College (FL)
Powell, Mary Julia Parker
Tri County Community College (NC)
Powers, Lois
Fullerton College (CA)
Preskorn, Barbara
Community College of Denver (CO)
Presley, Horton
Dalton Junior College (GA)
Prevatt, Melissa
Brevard Community College (FL)

Price, Leslie L.
Fort Steilacoom College (WA)
Prihoda, John J.
Iowa Valley Community College District (IA)
Prisco, Carlo
County College of Morris (NJ)
Pritchett, Betty J.
Mt. Hood Community College (OR)
Prouix, Gena
Clinton Community College (NY)
Puckett, Judith
Frontier Community College (IL)
Pufahl, John
Union County College (NJ)

Qualia, Barbara
Jefferson Community College (KY)
Queary, Louis B.
Central Oregon Community College (OR)
Quick, Doris H.
Community College of the Finger Lakes (NY)
Quintana, Yamile
Miami-Dade Community College (FL)
Quirk, Shawn
Fullerton College (CA)

Rabb, Theodore K.
Princeton University (NJ)
Rager, Ernest
Richland College (TX)
Raiford, Norman G
Greenville Technical College (SC)
Rassweiler, Anne D.
Princeton (NJ)
Rau, Carl J.
County College of Morris (NJ)
Redman, Ronald P.
Cypress College (CA)
Redmond, Michael D.
Bergen County Community College (NJ)
Reedy, Virginia L.
Tarrant County Junior College, Northeast (TX)
Rehbein, Edith S.
Middlesex County College (NJ)
Reich, Rita D.
Little Neck (NY)
Reichard, Max
Delgado Community College (LA)
Reid, Barbara
De Anza College (CA)
Reid, Bruce A.
Edmonds Community College (WA)
Reidling, Gerald L.
Jefferson Community College (KY)
Reilly, Kevin
Somerset County College (NJ)
Reinhart, Charles
Vincennes University (IN)
Reming, Patricia A.
San Diego Mesa College (CA)
Renker, Fred
Delta College (MI)

Reynolds, Bradley
College of the Canyons (CA)
Riccardo, Edward
Triton College (IL)
Rice, Pauline B.
Imperial Valley College (CA)
Rich, Robert
SUNY at Canton (NY)
Richards, Albert I.
Harcourt Brace Jovanovich, Inc. (NY)
Richards, Dan
North Central Technical College (OH)
Richards, David
Cayuga County Community College (NY)
Richardson, Joan
LaGuardia Community College (NY)
Richter, Suzanne L.
Miami-Dade Community College (FL)
Riday, George E.
Citrus College (CA)
Rigik, Elnora
Brandywine College (DE)
Riker, Richard
Brandywine College (DE)
Risdahl, Gerald
Walters State Community College (TN)
Rivers, Louis
New York City Technical College (NY)
Roberts, Charles
Valencia Community College, East Campus (FL)
Roberts, Joyce L.
Patrick Henry Community College (VA)
Robinson, Agnes J.
El Paso Community College (TX)
Robinson, Diana B.
Carrier Foundation (NJ)
Robinson, John A.
Community College of Denver (CO)
Robinson, Mary
The Northeast Mississippi Junior College (MS)
Rodriguez, Zane
Cape Cod Community College (MA)
Roeder, Gordon
North Dakota State University (ND)
Rohnbacker, Virginia
Kaskaskia College (IL)
Roller, Dale A.
Amarillo College (TX)
Rooks, Sharon E.
Edison Community College (FL)
Rookstool, Carol
Fashion Institute of Design & Merchandising (CA)
Roper, Carol A.
New Paltz (NY)
Rose, Robert D.
Richland Community College (IL)
Rosen, Bruce
New York City Technical College (NY)
Rosenblithe, Anita
Somerset County College (NJ)
Rosengren, Kathy J.
Solano Community College (CA)
Rosenwasser, Marie
North Seattle Community College (WA)
Rossman, Neil
LaGuardia Community College (NY)
Roten, Mary W.
Virginia Highlands Community College (VA)
Rouillard, Richard
South Oklahoma City Junior College (OK)
Ruiz, Richard B.
Bakersfield College (CA)
Runyan, C. F.
Grossmont College (CA)
Rusbar, Alice
Delgado Community College (LA)
Rushing, Joe B.
Tarrant County Junior College (TX)
Rusk, Ann
Yuba Community College (CA)
Russell, Alexander G.
Community College of Philadelphia (PA)

Saddleback Community College
Mission Viejo (CA)
Saenz, Saul
Instituto De La Conducto (PR)
Saint-Leon, Shirley
Santa Monica College (CA)
Sajovic, Alison E.
Johnson County Community College (KS)
Saltz, Thomas E.
Skyline College (CA)
Salzman, Allen
Triton College (IL)
Sammons, Jewell K.
Richmond Technical College (NC)
Samuels, Jacqueline
Union County College (NJ)
Sandberg, Nancy
Northern Virginia Community College (VA)
Sanders, William
Surry Community College (NC)
Santelli, Robert
Middlesex County College (NJ)
Sassi, Mary
Santa Ana College (CA)
Saunders, Jane C.
Orange County Community College (NY)
Scanlon, Jack
Triton College (IL)
Scheper, George
Essex Community College (MD)
Scherer, Joseph A.
Pittsburgh (PA)
Schertz, Leanne
Illinois Central College (IL)
Schindler, Diann
Lorain County Community College (OH)
Schlegel, J. Louis, III
Valencia Community College (FL)
Schlicting, Marvin
Triton College (IL)

Schliemann, Dorothy S.
Leeward Community College (HI)
Schmaus, Patricia M.
Kansas City Kansas Community College (KS)
Schmeltekopf, Donald D.
Union County College (NJ)
Schmidt, Marvin E.
Feather River College (CA)
Schmidt, Roger L.
San Bernadino Valley College (CA)
Schmitz, Barbara
Northeast Technical Community College (NB)
Schneiter, Fran
Jefferson Community College (KY)
Schneiter, Lisa
Jefferson Community College (KY)
Schofield, R.
South Florida Junior College (FL)
Schreiber, Susan R.
Moraine Valley Community College (IL)
Schulte, M. T. G.
Montgomery College (MD)
Schultz, Karla
Lane Community College (OR)
Schulz, Beate A.
Community College of Baltimore (MD)
Schuyler, Robert R.
The Genesis Project, Inc. (DC)
Scull, Sharon D.
Glendale Community College (CA)
Seabert, Sister Virginia
Mallinckrodt College (IL)
Sealander, Sara
Yuba Community College (CA)
Seaney, Rod
Moraine Valley Community College (IL)
Sears, Tom
Kirkwood Community College (IA)
Seidman, Sylvia
Borough of Manhattan Community College (NY)
Selcoe, Richard J.
Union County College (NJ)
Seltzer, Madeline
Manor Junior College (PA)
Sequin, Michael
Sauk Valley College (IL)
Sessions, Bettye J.
Florida Junior College (FL)
Seurynick, Lawrence E.
Lake Michigan College (MI)
Sewell, William J.
Durham Technical Institute (NC)
Seymour, Thomas
Ellsworth Community College (IA)
Shannon, Mary Louise
Florida College (FL)
Sharkey, Peter L.
College of Marin (CA)
Shelleda, Leah
Indian Valley Colleges (CA)
Shenker, Joseph
LaGuardia Community College (NY)
Sherkow, Sara S.
Madison Area Technical College (WI)
Sherter, Saul
Greenfield Community College (MA)
Shields, Evelyn
Delta College (MI)
Shimbel, Joe
Sullivan County Community Colleges (NY)
Shuman, R. Baird
University of Illinois (IL)
Silver, Anita
Big Bend Community College (WA)
Silverman, Louise C.
Ocean County College (NJ)
Silverman, Rita H.
Greater Hartford Community College (CT)
Simmons, Robert B.
Calhoun State Community College (AL)
Sims, L. B.
Calhoun Junior College (AL)
Simonds, Peggy Munoz
Montgomery College (MD)
Simonsen, Kenneth H.
College of Lake County (IL)
Simonsen, Martha
William Rainey Harper College (IL)
Simpson, Delores
Tarrant County Junior College, South Campus (TX)
Simpson, Mary
Rock Valley College (IL)
Sims, L. B.
Calhoun Junior College (AL)
Skaggs, James W., Jr.
Bucks County Community College (PA)
Skau, George H.
Bergen Community College (NJ)
Skerry, Philip J.
Lakeland Community College (OH)
Skinner, Emery
Treasure Valley Community College (OR)
Slaugh, Carole J.
North Harris County College (TX)
Slaughter, John Etta
St. Philip's College (TX)
Slonecker, William G.
Chemeketa Community College (OR)
Smelser, Philip S.
Glendale Community College (AZ)
Smith, Anneliese
SUNY at Cobbleskill (NY)
Smith, Beverly Eugene
Lurleen B. Wallace State Jr. College (AL)
Smith, Daniel J.
Borough of Manhattan Community College (NY)
Smith, Donald L.
Lakeland Community College (OH)
Smith, Doreen
Northampton Community College (PA)
Smith, Elizabeth
Virginia Highlands Community College (VA)

Smith, H. Wendell
Santa Monica College (CA)
Smith, James W.
Henderson County Junior College (TX)
Smith, Jerry R.
Delaware County Community College (PA)
Smith, Leila
El Paso Community College (TX)
Smith, Marilyn
North Seattle Community College (WA)
Smith, Michael W.
St. Philip's College (TX)
Smith, Norman K.
Delaware County Community College (PA)
Smith, Pat
Tulsa Junior College (OK)
Smith, Robert
Chaffey College (CA)
Smith, Robert
College of San Mateo (CA)
Smith, Ronald C.
Anchorage Community College (AK)
Smither, Betty
Jefferson Community College (KY)
Snyder, Elizabeth
Clinton Community College (IA)
Solganick, Harvey
Eastfield College of Dallas County Community College District (TX)
Solon, Bernard
Harrisburg Area Community College (PA)
Sonneborn, Sydney R.
Miles Community College (MT)
Southern, Verona
Spokane Community College Library (WA)
Spear, Martin
Community College of Philadelphia (PA)
Spillane, George T.
Delaware County Community College (PA)
Spiro, Joseph
Pasadena City College (CA)
Spiropoulos, Peggy
Bucks County Community College (PA)
Spivack, Marcia B.
Delaware Technical & Community College (DE)
Stack, Shannon
Los Angeles Valley College (CA)
Staley, Helen Raynes
Junior College of Albany (NY)
Staples, Katherine E.
Austin Community College (TX)
Stapleton, Thomas
Walters State Community College (TN)
Stark, Thomas
Loop College (IL)
Stearns, Jean
Brandywine College (PA)
Steele, Richard
Triton College (IL)
Stephenson, Ann
Southwest College (CA)
Stevens, Gregory I.
State University of New York (NY)
Stevens, Sheri
University of Maine (ME)
Stevens, Susanne
Skyline College (CA)
Stiff, Robert
San Mateo Community College (CA)
Stiffler, Bill M.
Hartford Community College (MD)
Stille, M. Pamela
Waycross Junior College (GA)
Stindt, Julie
Schoolcraft College (MI)
Stinneford, Earl P.
Sheridan College (WY)
Stock, Jerold
Southern West Virginia Community College (WV)
Stocker, Ron
Tarrant County Junior College (TX)
Stoltenberg, Arlo
North Iowa Area Community College (IA)
Storinger, Richard L.
Oakton Community College (IL)
Story, David B.
Washington State Board of Community Colleges (WA)
Stout, Barbara
Montgomery College (MD)
Stover, Edwin L.
San Jose City College (CA)
Strangeman, Harold
Lake Land College (IL)
Suarez, Louis M.
Lorain County Community College (OH)
Sumner, Patsy R.
Northern Virginia Community Association (VA)
Supowitz, Elaine L.
Community College of Allegheny County (PA)
Sutcliffe, R. Gregory
Lehigh County Community College (PA)
Suttle, Bruce B.
Parkland College (IL)
Swanson, Richard
Madison Area Technical College (WI)
Swaringon, Gloria
Chaffey College (CA)
Sweeney, William R.
Greenfield Community College (MA)
Sweet, Edith
Glendale Community College (AZ)
Sylte, Judith A.
North Idaho College (ID)
Synnestvedt, Justin
Morain Valley Community College (IL)

Tabil, Edwin J.
Milwaukee Area Technical College (WI)
Tamarkin, Toby
Manchester Community College (CT)
Tammes, Beth
Henderson Community College (KY)

Tate, Susan P.
El Paso Community College (TX)
Taylor, Barbara A.
Louisiana State University (LA)
Taylor, Frances A.
Jefferson Community College (KY)
Taylor, Gordon
Yuba College (CA)
Taylor, Theresa K.
Arlington (VA)
Terhune, Robert
Houston Community College (TX)
Terrey, John N.
State Board for Community College Education (WA)
Terwilliger, Leatha
Mott Community College (MI)
Thagard, Sylvia
Rockingham Community College (NC)
Thayer, Russell L.
Delta College (MI)
Theiss, Nina
Santa Monica College (CA)
Thiessen, Elmer J.
Calgary Institute for the Humanities (CN)
Thomas, Mae Helen
Utica Junior College (MS)
Thomas, Ruth P.
Western Piedmont Community College (N
Thomas, Marlin
Hudson County Community College (NJ)
Thomas, Steve
Midland College (TX)
Thomerson, Ben
Crafton Hills College (CA)
Thompson, Charles F.
Greater Hartford Community College (CT)
Thompson, Fred
Peninsula College (WA)
Thompson, Robert O.
University of Wisconsin Center (WI)
Thornburrow, Robert
Paris Junior College (TX)
Thorne, C. Sheldon
Golden West College (CA)
Thornton, J. Frank
Houston Community College System (TX)
Thornton, Linda
South Oklahoma City Junior College (OK)
Thureson, Joan
El Camino College (CA)
Tigert, Scott
Seminole Junior College (OK)
Tillapaugh, Rebecca
Midland College (TX)
Tillman, Joe
James Sprunt Technical College (NC)
Toburen, Don
Butler Community College (KS)
Tokuyama, Yukie
Bakersfield College (CA)
Tolbert, Lynn
WOR-WIC Technical Community College (MD)

Tooker, Stephen M.
Massasoit Community College (MA)
Torre, Thomas P. Della
Bergen Community College (NJ)
Torres de Javier, Olga
Colegio Universitario Metropolitano (PR)
Townsend, Mary Anna
Arapahoe Community College (CO)
Trachy, Carole Law
Valencia Community College (FL)
Travenick, Elaine D.
North Seattle Community College (WA)
Tribble, Joan F.
Jefferson Community College (KY)
Troeger, Emi K.
Windward Community College (HI)
Tsubota, Ann
Somerset County College (NJ)
Tucker, Helen
Seminole Community College (FL)
Turcotte, Guy
Mount Wachusett Community College (MA)
Turmelle, Howard A.
Foothill Community College (CA)
Tuttle, Imilda
Community College of Allegheny County (PA)
Twigg, Helen
Valencia Community College (FL)

Underwood, Nancy M. Jones
Bossier Parish Community College (LA)
Ulbricht, Nancy
Triton College (IL)
Ulm, Jon M.
Barton County Community College (KS)
Umansky, Anne R.
Bunker Hill Community College (MA)
Uzendoski, Emily Jane
Platte Technical Community College (NB)

Van Betten, Herman
Clark County Community College (NV)
Van Buren, Bettye
Hostos Community College (NY)
Vandal, Magdeleine M.
Montgomery College (MD)
Vandermast, Roberta
Valencia Community College (FL)
Van Ess, Donald H.
Brockport (NY)
Vanhooser, Cynthia J.
Oneida (NY)
Vantine, Diane
Aims Community College (CO)
Varela, Charles
Union County College (NJ)
Varmha, Niri
So. Oklahoma City Jr. College (OK)
Vasse, William W.
State University College (NY)
Vertlieb, Karisa
Scottsdale Community College (AZ)
Verzello, Robert J.
Skyline Community College (CA)

Vierira, Victoria L.
Indian Valley College (CA)
Villa, Virginia Barret
Greater Hartford Community College (CT)
Villadsen, Alice W.
John C. Calhoun State Community College (AL)
Vissepo, Hugo
Aguadilla Regional College U.P.R. (PR)
Vorsteg, Robert H.
Davidson County Community College (NC)

Wade, Janice
Triton College (IL)
Wadleigh, Linda G.
El Camino College (CA)
Wager, John
Triton College (IL)
Waldrop, Mary
Tyler Junior College (TX)
Wallace, Mitzi M.
San Juan Branch of New Mexico State University (NM)
Walsh, Anthony W.
Troy (NY)
Walter, James
Sinclair Community College (OH)
Walters, Denzil
Shoreline Community College (WA)
Waltz, Candace
Miramar College (CA)
Ward, Virginia J.
Northern Virginia Community College (VA)
Warren, David H.
Sacramento City College (CA)
Warrence, Neil
Somerset County College (NJ)
Waters, Dee
Delgado Community College (LA)
Watkins, Gladys
Northern Virginia Community College (VA)
Watkins, Frances B.
Midlands Technical College (SC)
Watson, Bruce
Community College of Philadelphia (PA)
Watson, Dorothy J.
Tulsa Junior College (OK)
Watson, Emma L.
Community College of Allegheny (PA)
Waugh, Gloria E.
Austin Community College (TX)
Waugh, Susan W.
St. Louis Community College (MO)
Weatherbie, Ken C.
Del Mar College (TX)
Webb, Wayne E.
Mt. San Jacinto College (CA)
Weeks, Richard
Northwest Community College (WY)
Weddle, Laura T.
Prestonsburg Community College (KY)
Weerts, Jon
Triton College (IL)
Wegmann, Mary F.
Peninsula College (WA)
Weick, George
Midway College (KY)
Weigant, Leo
Anne Arundel Community College (MD)
Weigil, Camelia
Cerritos College (CA)
Weiland, Steven
Federation of Public Programs in the Humanities (MN)
Weinstein, Rochelle
Borough of Manhattan Community College (NY)
Weiseman, Jack
College of DuPage (IL)
Welch, John D.
Virginia Western Community College (VA)
Whelan, Sharon
Cerritos College (CA)
Welch, Rebecca
Saddleback College, North Campus (CA)
Wells, Gene W.
Westark Community College (AR)
West, Rinda
Oakton Community College (IL)
Wheeler, John F.
Union County College (NJ)
White, Helen
Motlow State Community College (TN)
Whitfield, Ashley E.
Davidson County Community College (NC)
Whitla, Janet
Education Development Center (MA)
Widner, Art
Diablo Valley College (CA)
Wilds, Peg
Midway College (KY)
Will, Norman P.
Union County College (NJ)
Willard, George
Union County College (NJ)
Williams, James C.
Gavilan College (CA)
Williams, Joel E.
Waycross Junior College (GA)
Williams, Margaret D.
Genesee Community College (NY)
Williams, Mary
Tarrant County Junior College (TX)
Williams, J. Peter
County College of Morris (NJ)
Willis, Jill McCaughan
City College of San Francisco (CA)
Willis, Ken
New Mexico Military Institute (NM)
Wilton, Shirley
Ocean County College (NJ)
Winchell, Wallace
Manchester Community College (CT)
Winters, Donald
Minneapolis Community College (MN)
Witt, LaNelle
Eastern New Mexico University (NM)
Witt, Stanley P.
Pima Community College (AZ)

Wolfe, Kevin F.
Greater Hartford Community College (CT)
Woloshin, Phyllis L.
Oakton Community College (IL)
Womack, Sarah
Moberly Junior College (MO)
Wood, Clara C.
Diablo Valley College (CA)
Wood, Jerry T.
Community College of Baltimore (MD)
Wood, Kathy S.
Paducah Community College (KY)
Woodard, Nancy W.
Delta College (MI)
Woodland, Elizabeth M.
Community College of Allegheny County (PA)
Woodruff, Mildred A.
East Los Angeles College (CA)
Wortman, Jack
Kirkwood Community College (IA)
Wright, Frank
Delgado Community College (LA)
Wulff, Jon
Bellevue Community College (WA)

Yanoff, Karin L.
Philadelphia (PA)
Yantz, Patricia
Tomkins-Cortland Community College (NY)
York, Perry Lamar
DeKalb Community College (GA)
Yung, Adele F.
Coastal Carolina Community College (NC)
Youth, Helen
Montgomery College (MD)

Zaccaria, Marie
Westchester Community College (NY)
Zanetta, Polly
Olympic College (WA)
Zeiger, Jay B.
Eastern New Mexico University (NM)
Zimmerman, Daniel
Middlesex County College (NJ)
Zimmerman, Roger V.
Lewis and Clark College (IL)
Zunite, George F.
Union County College (NJ)
Zoppi, John
Union County College (NJ)

Constitution of
THE COMMUNITY COLLEGE HUMANITIES ASSOCIATION

Article I — NAME OF ASSOCIATION

The name of this organization shall be THE COMMUNITY COLLEGE HUMANITIES ASSOCIATION.

Article II — PURPOSE

Section 1. The purpose of the Community College Humanities Association shall be to promote the exchange of ideas and to encourage creative and scholarly activity in the humanities, to facilitate the professional work of teachers of the humanities, and otherwise to advance the humanities in community and two-year colleges by whatever means appropriate.

Section 2. The purpose of the Association is exclusively educational, literary, and scientific within the meaning of section 501 (c) 3 of the Internal Revenue Code of 1954.

Section 3. The purpose of the Association shall be served by

a. The holding of regular meetings at which addresses, papers, and discussions of significance to humanities education and scholarship are presented;
b. The publication of the proceedings, a newsletter, as well as such additional items as may be germane to the purpose of the Association;
c. The work of the national office and of the standing and special committees of the Association;
d. The sponsoring of projects addressing particular needs in the teaching of the humanities;
e. Such other means as may be deemed appropriate by the Board of Directors.

Article III — MEMBERSHIP

Section 1. Membership is open to any one interested in the purposes of this Association. Individuals and institutions shall become members upon the Executive Director's receipt of dues.

Section 2. The privilege of voting at a divisional business meeting and receiving mail ballots of that division shall be limited to members geographically located within that division, as specified in Article IV, 2.

Section 3. The annual dues of members shall be fixed by a majority vote of the Board of Directors of the Association.

Article IV — MEETINGS OF THE ASSOCIATION

Section 1. The Community College Humanities Association shall hold regular meetings each year, ordinarily one in or near each geographical division.

Section 2. For the purpose of planning programs and making other arrangements for the regular meetings of the Association, as specified in Section 1, there shall be respectively a Central Division (IL, IN, IA, MI, MN, MO, NB, ND, OH, SD, WI), an Eastern Division (CT, DC, DE, MA, MD, ME, NH, NJ, NY, PA, PR, RI, VT), a Pacific-Western Division (AK, AZ, CA, HI, ID, MT, NV, OR, UT, WA, WY), a Southern Division (AL, FL, GA, KY, MS, NC, SC, TN, VA, WV), and a Southwestern Division (AR, CO, KS, LA, NM, OK, TX).

Section 3. Each regular meeting shall include an appropriate humanities program, a business meeting, and such other events as the divisional executive committee may deem fitting and consonant with the purposes of the Association. At each business meeting reports of the Board of Directors on the affairs of the Association and of the divisional executive committee on the affairs of the division shall be presented.

Section 4. Times and locations of the meetings arranged by the division shall be set by the divisional executive committee in consultation with the national office of the Association.

Section 5. Special meetings of the division or of the national Association may be called, given at least 60 days notice to the membership. Special national meetings may be called by the Board of Directors; special divisional meetings may be called jointly by the Board and the executive committee of the division.

Article V — OFFICERS OF THE DIVISIONS

Section 1. Each division shall elect officers at the regular business meeting of the Association which is arranged by that division. It shall be free to determine offices and manner of nomination for office, provided that

a. The responsibility for the affairs of the division be entrusted to an executive commmittee which shall include at least a president and a secretary.
b. The terms of the president and of the secretary of the division are two years and staggered;
c. No divisional officer shall serve more than two successive terms in the same office; and
d. The officers be chosen from among the members of the Association in that division.

Section 2. Each division shall be free to determine the duties of its officers, provided that

a. The president prepare a report to be delivered at the regular business meeting of his/her division and to be published subsequently in the proceedings of the Association.
b. The secretary keep records of the division and serve as an associate editor of the proceedings of the Association.
c. The executive committee assume responsibility for arranging the regular meetings held in its division, including, in so far as feasible, the raising of such funds as are needed for defraying the expenses of the meeting; and
d. The duties of divisional officers specified under articles VI and VII be performed.

Article VI — THE BOARD OF DIRECTORS

Section 1. The governing body of the Community College Humanities Association shall be a Board of Directors, all of whom are members of the Association. It shall be composed as follows:

The president of each division, during his/her term of office.

Others as nominated by the Board and elected by the membership for terms of not more than three years.

Ex officio, the Executive Director of the Association, elected for a three-year term by the Board of Directors.

The Chairman/woman (hereinafter designated as "Chair") of the Board of Directors elected for a three-year term by the Board of Directors from among the present or past presidents of the divisions. (The terms of the Chair and the Executive Director are to be staggered.)

Section 2. The Board of Directors shall not consist of more than eleven members. A majority of the members of the Board shall be considered a quorum.

Section 3. The Board of Directors shall meet at least once each year.

Section 4. The Executive Director of the Association shall maintain the national office of the Association, keep membership records, serve as treasurer of the Association, serve as editor of the publications of the Association, and carry out such other duties as the Board of Directors may require of him/her.

Section 5. The Chair of the Board of Directors shall be the chief executive officer of the Community College Humanities Association. He/she shall preside at meetings of the Board of Directors, appoint (with the advice and consent of the Board of Directors) members and chairpersons of the committees of the Association, and perform such other duties as specified by the Board of Directors.

Section 6. The Board of Directors shall have the power to appropriate funds from the treasury, to review the actions of the committees, the divisional officers, and the Executive Director of the Association, and to exercise all powers not herein assigned to other parties.

Section 7. The Board of Directors may appoint an executive committee to handle such matters that do not require the attention of the full Board.

Article VII — COMMITTEES OF THE ASSOCIATION

Section 1. There shall be three standing committees of the Association, as follows:

The Committee on Publications;
The Committee on Research and Development;
The Committee on the Status and Future of
Humanities Education in Community Colleges.

Section 2. Detailing the charges to the standing committees shall be the duty of the Board of Directors.

Section 3. Members of the standing committees shall be appointed from among the members of the Association for three-year terms.

Section 4. The Board of Directors may authorize the appointment of special committees as deemed necessary.

Article VIII — BYLAWS OF THE DIVISIONS

Section 1. Each division shall have an executive committee that must include, but is not limited to, the president and secretary of the division and the chairpersons of the standing committees specified in Section 3.

Section 2. The executive committee of each division shall meet at least once a year.

Section 3. The standing committees of each division shall include
The Program Committee for the Annual Meeting;
The Local Arrangements Committee for the Annual Meeting;
The Committee on Membership.

Section 4. The president of the division shall appoint, with the advice and consent of the executive committee, members and chairpersons of all committees.

Section 5. A division may adopt such other divisional bylaws as it sees fit, including bylaws for amending and adding bylaws, the changes to be effective unless, within a twelve-month period, the Board of Directors of the Association determines that they are not consonant with the purpose of the Community College Humanities Association or are not consonant with the constitution of the Association.

Section 6. The current edition of *Robert's Rules of Order* governs the divisions (and the Association) in all parliamentary situations.

Article IX — AMENDMENTS

Section 1. This constitution may be amended by two-thirds majority vote of the total votes cast at the regular business meetings of the five divisions, provided that the meetings occur within a given twelve-month period.

Section 2. Amendments to this constitution may be proposed only by a divisional business meeting, a divisional executive committee, the Board of Directors of the Association, or members presenting a petition carrying the signatures of at least thirty members of the Association to a divisional business meeting, a divisional executive committee, or the Board of Directors.

Section 3. Any proposal for amendment of this constitution must be announced to the members of the Association at least one month in advance of the first divisional business meeting at which a vote is to be taken.

Article X — RATIFICATION

Section 1. This constitution is to be ratified by a vote at the first regular meeting of each division. The constitution must be passed by a majority of those voting in each of three of the five divisions, and by a cumulative majority of the total votes cast in all five divisions.

Section 2. Only those association members present at the divisional meetings may vote on the ratification of this constitution.

Duties of Standing Committees

The Committee on Research and Development

This committee will work to promote the aims of the Community College Humanities Association by soliciting and disseminating ideas on the humanities and ways the teaching of the humanities can be advanced in community colleges. In particular, the committee shall do the following:

1. Determine the problems and concerns of faculty as these pertain to teaching, curriculum development, scholarship in the humanities, and collaboration with other educational institutions;

2. Consider ways for the identification and development of materials of instruction for the teaching of the humanities in community colleges;

3. Make such recommendations as it deems proper to the Board of Directors concerning programs the Association may appropriately take to strengthen the humanities in community colleges, especially as this relates to teaching;

4. Assist the Board in identifying humanities faculty in two- and four-year colleges who have done distinguished work in curriculum development and in teaching;

5. Respond to requests made to the Association for information germane to the teaching of the humanities in community colleges; and

6. Keep itself informed about the work of the other standing committees of the Association.

The Committee on the Status and Future of Humanities Education in Community Colleges

It shall be the responsibility of this committee to keep itself and the officers and members of the Community College Humanities Association informed about, and to make recommendations concerning, trends in the undergraduate study of the humanities, particularly in community colleges. It shall do so by conducting statistical surveys—at appropriate intervals, by reporting on research, and by staying abreast of changes in undergraduate education in two-and four-year colleges as these changes are reported in publications, by professional associations, and by various agencies. The committee shall also keep itself, the officers, and the members of the Association informed about the existing employment conditions of humanities teachers in community colleges, and about employment prospects in community colleges for those trained in the humanistic disciplines.

The Publications Committee

It shall be the responsibility of this committee to develop and recommend policies to the Board of Directors regarding the publications of the Association. In addition, it shall assist the editor(s) of Association publications in determining issues to be addressed, in securing writers, and in other areas pertinent to the publications. The committee members shall also serve as editorial advisers.

Standing Committees of the Association

The Committee on Research and Development

Myrna Goldenberg, Chair
Associate Professor of English
Montgomery College (MD)

Barbara Bilson
Professor of English
Santa Monica College (CA)

M. Thomas Cooper
Dean, Arts and Humanities
Monroe Community College (NY)

Kathy Earley
Associate Professor of English
Middlesex County College (NJ)

Rhonda Kekke
Professor of Spanish
Kirkwood Community College (IA)

Benjamin Ladner
Executive Director
National Humanities Faculty (GA)

Bruce B. Suttle
Professor of Philosophy
Parkland College (IL)

The Committee on the Status and Future of Humanities Education in Community Colleges

Donald Porter, Chair
Professor of Philosophy
College of San Mateo (CA)

Janice Allen
Instructor of French
Seminole Community College (FL)

Thomas F. Boghosian
Associate Professor of English
and Developmental Studies
Atlantic Community College (NJ)

Daniel Horowitz
Associate Professor of History
Scripps College (CA)

William Krieger
Chairman, Humanities Division
Fort Steilacoom Community College (WA)

Joe B. Rushing
Chancellor
Tarrant County Jr. College (TX)

Susan S. Waugh
Professor of English
St. Louis Community College/Meramec (MO)

The Committee on Publications

Frances P. Osborn, Chair
Professor of English
Monroe Community College (NY)

Billy Dowdy
Professor of English
McLennan Community College (TX)

Richard C. Ford
Instructor of Political Science
Muskegon Community College (MI)

Judith Jeffrey Howard
Arlington (VA)

Janice K. Kido
Instructor, Speech Communication
University of Hawaii at Hilo (HI)

John N. Terrey
Executive Director
State Board of
Community College Education (WA)

Alice Villadsen
Division Chair, Humanities
John C. Calhoun
State Community College (AL)

Arnold Wilson
Professor of Philosophy
University of Cincinnati (OH)

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